

#### EDITOR

Rt. Rev. Monsignor Paul E. Campbell, A.M., LITT.D., LL.D.

#### PUBLISHER

JOSEPH F. WAGNER, INC. 53 PARK PLACE, NEW YORK 7

### NOVEMBER 1953 VOLUME XXIV, No. 3

Authors are requested to send the editor postage and self-addressed envelope for return of manuscripts not accepted.

THE CATHOLIC EDUCATOR is published monthly except July and August by Joseph F. Wagner, Inc., at 53 Park Place, New York. Re-entered as second class matter October 7, 1947, at the Post Office at New York, under the Act of March 3, 1879. Additional entry at Norwalk, Connecticut. The subscription price is \$3.50 per year; two years, \$5.50; three years, \$9.00; single copies, 50 cents. Orders for less han a half-year will be charged at the single copy rate. Postage is prepaid by the publisher in the United States. Postage is charged extra for Canada and Foreign Countries. Copyright, 1953, by Joseph F. Wagner, Inc., N. Y. 7.

# CATHOLIC EDUCATOR

### CONTENTS

EDITORIAL

The Child Can Succeed	151
A Religious People Must Face This Issue	151
Homework, Headache or Myth	152
Morality Unchanged, Unchanging  By Rt. Rev. Msgr. Paul J. Glenn, A.M., S.T.D., PhD., Rector, College of St. Charles Borromeo, Columbus 9, Ohio.	153
A Key to Classroom Efficiency	155
Eighth Graders and the Textbook, The Dictionary, The Encyclopedia	158
Status of Business Education in Ohio Catholic Schools  By Sister Florence Marie, O.P., College of St. Mary of the Springs, Columbus 19, Ohio.	160
The Need for a Book on Family Finance	164
Scott's Women Characters	166
Liturgy in the School	169
TEACHER TO TEACHER-In Brief	
Operation: Student Failures	171
Make Your Freshmen Enjoy Poetry	171
Administering a School Effectively	174
Beyond the Moon—A Story to Retell	174
BOOK REVIEWS	177
AUDIO-VISUAL EDUCATION	177
Panel Discussions and Address at the 2nd Annual CAVE Convention (Concluded)	8-220
Motor Missions in the South	178

Bishop of Richmond, St. Mary's Church, Richmond 19, Virginia.

AUDIO-VISUAL NEWS . INDEX TO ADVERTISERS

7th ges ar-All tris-

# An Old American Custom

During the early part of this century the possession of a European-made automobile gave a certain pride to a limited number of Americans who could afford to purchase them. Did the prestige which seemed to attach to the word "imported" tempt the American automotive industry to create something "just as good" as the Lancia, the Panhard or the Daimler? Indeed not! They resolutely set about making BETTER cars—and they succeeded in producing them at prices which placed them within the reach of practically every American family.

It has never been either the habit or the intent of American industry to imitate European products or to strive for something "just as good." Experience in every field of endeavor shows that we have the skills and the know-how to make them BETTER. It's an old American custom.

Perhaps in no other field is the superiority of American craftsmanship better demonstrated than in the manufacture of textiles, especially Liturgical fabrics. Far from being "just as good" as fabrics loomed abroad, the fact is that Old World countries today turn to the United States for the very looms on which our own exquisite creations are fabricated. Indeed, with the magic of the word "imported" long since removed, foreign mills are now falling back on the claim that their fabrics are "just as good" as those made in America.

Have faith in America—in your fellow Americans—in American-made products! When you are shopping for fabrics for Sacred Vestments and Altar Draperies, insist upon your dealer showing you "ALLEN" fabrics—not some imported materials which are claimed to be "just as good." There "ain't no such animal!"

"Buy American"



ALLEN SILK MILLS
Liturgical Fabrics

. . . . . . . .

868 Sixth Avenue, New York 1, N. Y.

Sold Exclusively through Church Goods Dealers
IN CANADA: ALLEN SILK MILLS (CANADA) LTD., 400 CRAIG STREET WEST-MONTREAL

VESTMENT FABRICS DRAPERY FABRICS BANDINGS EMBLEMS

If you are unable to purchase Allen Fabrics in your community, write us at once.

### Contributors to This Issue

Rt. Rev. Msgr. Paul J. Glenn, A.M., S.T.D., Ph.D.

Monsignor Glenn, rector of St. Charles Borromeo Seminary, is well known to our readers for his many past articles on ethics.

Sister Rose Darham, O.S.B., M.A.

Sister Rose has been principal of St. Mary Academy for many years. She is a work on books of progressive tests in first and second year Latin.

Pope

port

tion.

obta

mus

chile

which

actly

natu

the :

first

Chr

livin

siste

of the

P

"the

by a

thei

ticu

tian

orde

thei

fund

chil

be t

care

fess

thei

long

ents

dep

year

for

gar

sou

tou

chil

cipl

g00

His

gre

mei

Nov

### Brother Basil, F.S.C.

Brother Basil needs no introduction to our readers who recall his many past contributions,

Sister Florence Marie, O.P., M.A.

Sister Florence Marie heads the business department of her college and is assistant professor. She has a master's degree from Catholic University of America, with major in business education. She has also taught high school in Lancaster and Zanesville, Ohio, and in New York City. She has memberships in several business education associations including the CBEA.

### Robert and Helen Cissell

Robert and Helen were introduced in the issue of October 1952. Since then they have written Stretching the Family Income. So thoroughly Catholic and downto-earth is this book that we asked the authors for an article telling how they came to write it. He is professor of mathematics and family economics at Xavier University, Cincinnati, Ohio. She was formerly instructor in home economics which she majored in at Purdue University. They are raising a family of five children.

#### Sister Mary Augusta, O.M., M.A.

Sister Mary Augusta is the community annalist of the Sisters of Mercy of the diocese of Portland, Maine. She has a B.S. from Our Lady of Mercy College. Portland, and an M.A. from Boston College, her majors being English and education. She has taught on the high school and the college levels.

### Father Arnold

Father Arnold is an Irish priest, or loan for three years to Incarnate Word College, San Antonio, who is studying at the "Angelicum" in Rome.

### Brother Lawrence, F.S.C.

Brother Lawrence has been teaching business subjects for 23 years and is a member of the executive board of CBEA. He is also basketball coach. He had his liberal arts training at Catholic University, studied at Manhattan College and Columbia University, and received his MAA is business administration from New York University where he is presently completing courses for a Ph.D. in business administration.

November, 195

arles

ticles

f St

is at ts in

on to

con-

s as-

s de-

erica.

e has

r and

City.

siness

the

ed in

they y In-

lown-

d the

they

nathe-

avier

Was

omics

niver-

f five

nunity

of the

has a

ollege,

n Col-

educa-

school

st, on

Word

ing at

aching

d is a

BEA

ad hi

ersity

Colum LA. is

York omplet-ess ad-

r, 199

l. busi-

### THE CHILD CAN SUCCEED

IN HIS ENCYCLICAL, Christian Education of Youth, Pope Pius XI calls our attention sharply to the importance of the Christian family in the work of education. The Church never forgets that the parent is the primary teacher of the child. If we wish to obtain perfect education, the Holy Father tells us, we must see that all those conditions which surround the child during the period of his formation, those things which go to make up his environment, correspond exactly to the end proposed. In this environment the first natural and necessary element as regards education is the family. The Creator Himself ordained it so. A wellordered and well-disciplined Christian family is the ideal first school of the Christian child. It is the duty of the Christian parent to set the child an example of Christian living. As time progresses it becomes the duty of other members of the household, especially older brothers and sisters, to set such an example to the younger members of the family.

Pope Pius XI calls our attention to the fact that "there are not lacking special treatises on this topic by authors, both ancient and modern, well known for their solid Catholic doctrine." He commends in particular the golden treatise of Antoniano, on The Chrishan Education of Youth, which St. Charles Borromeo ordered to be read in public to parents assembled in their churches. The chief teacher of all the faithful speaks next of the lamentable decline in family education. The fundamental duty and obligation of educating their children is neglected, even ignored, by those who should be their first teachers.

Ill prepared for this work and engrossed in temporal cates, they give first attention to the offices and professions of this transitory and earthly life and insist that their children prepare for these earthly vocations by long and careful study. He vindicates the right of parents to preside over the education of their children, but deplores the fact that many children in their tender years are torn from the bosom of their families to be formed in godless schools by teachers who have no regard for their eternal welfare. He counsels pastors of souls to warn Christian parents of their grave obligations, touching the religious, moral, and civil training of their children. There should be no relaxation of parental discipline designed to check the growth of evil passions in the hearts of the younger generation. God in His goodness has provided them with the abundant helps of His grace and the countless means of the Church, the great family of Christ. The educational environment of the Church richly supplements the educational environment with which the Christian parent should surround those committed to his care. The Church and the family should constitute together one and the same temple of Christian education.

We speak of success in worldly affairs and hold that before our children as an ideal. Worldly success-wealth, power, and prestige-are not within the reach of everyone; the natural talents of children vary. But every child can achieve success in virtuous living, and training toward that ideal should be the primary concern of parents. A writer in the Hearld Citizen tells us of a psychiatrist in Los Angeles warning a group of grade school teachers that the American ideal of success at any cost is breeding neuroses in American children, and he pleads that courses in "how to fail gracefully" be included in the public schools. Too much is expected of many children who are not qualified to succeed in worldly pursuits. By the grace of God every child can succeed in virtuous living; parents have it within their power to weave God into the very life of their children. This is success.

### A RELIGIOUS PEOPLE MUST **FACE THIS ISSUE**

ARCHBISHOP ALOISIUS MUENCH, BISHOP OF FARGO and Papal Nuncio to Germany, recently called the stand taken by the general assembly of the National Council of Churches of Christ against the "philosophy of secularism" good-but weak. He wants no compromise on religious training. The statement of the assembly (December 1952) "straddles on the question of imparting religious instruction in the public schools." He gives as a case in point the statement of the assembly to the effect that the "moral and cultural atmosphere in a school, and the attitude, viewpoints, and character of teachers can be religious and can exert a religious influence without religion being necessarily taught as a subject."

While not denying that a moral and cultural atmosphere in the schools is good, the Archbishop calls this but a half measure in religious instruction, and says it is not good enough to satisfy parents. He speaks further of the sovereign character of the rights of parents to the education of their children, a character which the State, defender of basic rights under a true conception of democracy, dare not violate. "Thinking Protestants also have come to see that the reading of the Bible for a few minutes each day can never be an adequate subsitute for a thorough course of religious training," declares the Archbishop, "nor will opening the classes with the Our Father suffice, or even instruction in religion once or twice a week under a released-time program." Such a program would not suffice for teaching arithmetic, science, history or geography.

The Archbishop concludes: "The issue of religious instruction in the public schools must be faced frankly and fearlessly. Vague statements will not help to find a solution."

### HOMEWORK, HEADACHE OR MYTH

In its September 1953 issue *Grail* presents a discussion or debate on the very important topic of homework. Irene Scott takes up the burden of opposition to homework, and calls it a headache; Sister M. Alician, the proponent, calls it a myth, the Great American Hoax.

"It's high time the educators lessened their grip on the youngsters," declares Mrs. Scott, "and looked at their flustered parents, and the homes turned into factories by invisible time clocks." She gives a picture of the immense load of homework that the boy or girl in the grades or in the high school is expected to carry home with him and master before the beginning of another school day. She believes that the course of study should be revised to make it possible to cover it in the prescribed school hours. No teacher should be allowed to foist the learning problems of little Leo or little Mary on their parents.

Adding to the difficulty is the fact that hours after school till bedtime are a period of very poor concentration for the elementary pupil. Homework is a monumental task to the child and also to the teacher who must check his work. Today homework includes such subjects as square dancing, archery, first aid, style shows, field excursions, and a score of other "subjects." No parent can assign enough time for all the activities assigned to his child. In addition there are music lessons, team practice, and rehearsals for special occasions. These extracurricular interests absorb a great amount of time that could be assigned to completing homework. Often the child gets home just in time to eat his evening meal and snatch eight or ten hours of sleep.

Mrs. Scott concedes that homework is not restricted to parochial schools, and speaks of the experience of one of her own children in a public school. She is of the opinion that the Sisters should be the leaders in a movement to curb this national public and private homework craze. One activity follows upon another's heels so fast, they follow. A few minutes lost in a single activity causes a chain reaction of apologies, excuses, and penalties. The parents should be allowed some initiative in selecting entertainment for children during out-of-school hours, but the homework activities absorb all the available time. At times children are required to help their parents defray the inflated cost of living through taking outside jobs, but homework creates pressure that is almost irresistible.

Sister Alician claims that the children's parents from Michigan to Texas, from Maine to California, are the victims of misrepresentation on the part of their children. Even young children are clever enough to use the magic formula, "homework," to escape house. hold tasks. When Junior offers that he has one hundred fifty arithmetic problems, he is not speaking of the long involved type of problems that his parents knew in their school days. The problems are much simpler, and he is expected merely to copy the answer in a space provided in his workbook. The whole assignment i likely one that he could have finished easily in fifteen or twenty minutes of school time. Susie's twenty-five words in spelling constitute a week's assignment but she gives her parents the impression that the twenty five words are a daily load. If the midget quarterback of the family speaks of thirty sentences to diagram they are very simple sentences, consisting of not more than subject, predicate, and object. When Tommy offers that he has a poem to memorize, Sister advises the parent to keep calm, for it is likely a poem that he failed to memorize in the allotted time in school, time that was sufficient for the majority of the class. But Tommy likes to class everything under the heading of homework. "He is increasingly amazed at the unbelievable potency of that magic word 'homework' to bamboozle his aging dad and mother." Many of his pressing assignments are not due until the end of next week, and he makes no mention of the study periods that were allotted to him in school. If he does not have study periods, he is likely taking too many subjects-under pressure from his parents.

It is not a family disgrace for a child to repeat a grade. Today the pressure is on and children must enter the first grade at five and one-half years—before they are ready to begin reading. Authorities who have made a study of the matter agree that the average child reaches reading readiness at six and one-half years. Little wonder that he is perplexed when he is pushed along before his time.

If Junior comes home every night loaded with assignments, he is likely a dawdler, a dreamer, or a shirker who should have completed many of those assignments on regular school time. No teacher with thirty-nine or forty-nine other pupils can stand over him and make him do the work. There is of course the gifted child who can do his assigned work in much less time than his fellows. Parents have been known to request more homework for such a bright pupil. Sister Alician contends that time after school is needed for play in the open air and for home chores.

Finally, do not accept your child's version of any school situation without also obtaining the teacher's explanation, for the modern child of tender years, with no idea of the meaning of the word propaganda, is already skilled in the art. "Next time Junior starts the "Homework Blues," don't say a word, just pick up the phone and call Sister. Better still, go up to see her tomorrow.

152

pictu

at th

confo

you 1

Li

larati

mista

cond

thus,

work

demi

mora

Con

T

in li

of h

sires

ougl

norr

Lav

non

of t

# MORALITY UNCHANGED, UNCHANGING

BACK IN 1936, one of the "slick and slimy" magazines was sternly rebuked for publishing immoral pictures. The editor of the magazine became very angry at the charge of immorality. To justify himself and to confound his critics, he hastily tossed off the following definition, "Morality consists in living the kind of life you want to live, without damaging the lives of others." Like most angry pronouncements, the editor's declaration is regrettable. It does not define morality, even mistakenly; it is an inadequate attempt to define moral conduct. And the critic might have answered the editor thus, "The indecent pictures you publish actually do work damage to the lives of others; you stand condemned of immorality by your own definition of morality."

### Conformity to the Norm

ack

nmy

ork.

ency

ging

d to

, he

from

eat a

enter

they

nade

child

ears.

ished

h as-

or a

e as-

with

over

se the

h less

vn to

Sister

d for

f dny

cher's

da, is

starts

t pick

, 1953

The truth is, of course, that moral conduct does not consist in living the kind of life you want to live, but in living the kind of life you ought to live. It consists in living a life which conforms to the requirements of morality. And morality itself is the standing or relation of human acts—deliberate thoughts, words, deeds, desires, omissions—to the norm or measure of what they ought to be. When human conduct conforms to the norm or measure of its perfection, it has morality; it is moral conduct; it is good conduct. When human conduct fails to meet the requirements of its norm or law, it is immoral conduct; it is evil conduct.

And what is the norm or measure of what a human act ought to be? First of all, it is God Himself as Eternal law. For God made human beings and gave them their understanding and free will. Certainly, He wishes them to use these powers in a way that will do honor to Him and to themselves. We say, therefore, that the ultimate norm of morality is the Eternal Law. And man is aware of the Eternal Law by his reason, his thinking mind, when he employs it on the world about him. To be sure, God has revealed His law supernaturally and those who have the Faith are aware of this law and its binding force. But God has also made known the moral law naturally by giving to man the power of understanding, and of thinking things out. Just as God reveals the bodily order to us by giving us the natural gift of sight, so he reveals the moral order to us by giving us the natural gift of reason.

### Man Knows a Moral Order Exists

By reason, then, man is aware of an order in the universe which, as St. Augustine remarks, he knows he must preserve and not upset. When a person is sufficiently aware of this order to make it the guide of his conduct, he has arrived at "the use of reason." A child of six or seven is naturally aware of these things: there is such a thing as good, and I must do it; there is such a thing as evil, and I must avoid it. And some of the more obvious things within the child's experience will be tagged as good or evil by the understanding mind, the reason. Education helps the child, of course, but even without instruction he naturally knows that there is good, and evil, and obligation. If a child over seven were completely unaware of moral implications in his conduct, we should know he was defective, a moron perhaps, or an imbecile. Man naturally comes to know that there exists a moral order, and that means a moral law, a law binding him to act rightly and to avoid moral evil or sin.

### Conscience Judgment of Thinking Mind

Now, the moral order in things, recognizable by sound human reason, is an order set up by the Eternal Law, the Creator. And, since this order is, to the extent explained above, knowable to man by his natural powers, it is called the order of the Natural Law. The Natural Law is the Eternal Law as manifested to sound human reason, apart from supernatural revelation. And when a person applies the Natural Law by recognizing its bearing upon something here and now to be done or avoided, he uses his conscience. Conscience is the judgment of the thinking mind upon the good or evil of what is now to be decided.

Therefore, the norm or measure of what human conduct ought to be is, first of all, the Eternal Law. This Eternal Law is naturally manifested to man as the Natural Law, and is applied by conscience. In a word, the Eternal Law as Natural Law, applied by conscience, is the norm or measure of morality.

And in which of our human acts does this morality with its law find place? In all, without exception. For every thought, word, deed, desire, and omission, that proceeds from a person who has achieved use of reason, and who acts knowingly and freely, is either a morally good act or a morally evil act. Many acts are in them-

selves indifferent, and neither good nor bad; but none of them as humanly performed is indifferent. According to their dictionary definitions, such things as talking and walking and singing are indifferent acts. But when they are actually done with full knowledge and consent (that is, with human purpose) they are necessarily either good or bad. Singing done to soothe the baby is morally good; singing done to annoy a companion is morally bad.

### **Not Subjective Attitude**

Morality in its true sense is an objective thing. It is not a subjective attitude; it is not "the way we look at it"; it is not a matter of personal opinion. A thing is good or bad in its own nature (that is, intrinsically), or in its concrete performance (that is, with its circumstances); in either case, it has objective morality. True, a man's responsibility for an evil deed may be taken away because of his blameless ignorance that the deed is evil; this subjective condition of the man who performs the deed exempts or excuses him from fault; but it does not change the actual character of the deed itself. Morality is an objective thing.

First, as we have said, there are certain things that have intrinsic goodness or badness, morality or immorality. A virtue is intrinsically good; a vice is intrinsically evil. Lies and murder are always wrong; piety towards God and due obedience to parents are always good. Thus some things by their very nature are in accord with the norm of human moral conduct, and some are out of line with that norm. These things are intrinsically good or intrinsically evil. An intrinsically good act can, indeed, be spoiled by bad will on the part of the performer; thus a sly schemer may perform acts of obedience and docility as a mere matter of policy. T. S. Eliot says in Murder in the Cathedral, "This is the greatest treason, to do the right thing for the wrong reason." But while a bad will may spoil a good act as concretely performed and make it a bad act, a good will can never make an evil act into a good one. When the High Priest said that it was expedient that the innocent Lord die for the political benefit of the people, he dared not say that it was right; he thought it was good policy; he knew it was not good morals. In a word then, an intrinsically good act may be spoiled by bad circumstances entering into its performance, but an intrinsically bad act can never be saved and made good by good circumstances entering into its performance.

### Acts Profitable through "Morning Offering"

Thus, some human acts are intrinsically good, some are intrinsically evil. But most human acts are intrinsically indifferent. Yet, as we have seen, all human acts when actually performed have goodness or badness in them. If an indifferent act (that is, an act whose definition reveals neither goodness nor badness) is done in accord with right reason—that is, with recognition of the Natural Law—it is a morally good act. Eating,

drinking, talking, walking, playing, working, are acts which, when done reasonably and normally, involve moral goodness; they are morally good human acts. When there is in them some irregularity or inordinateness, they are, to the extent of their irregularity, morally bad human acts. Remember, we are talking of human acts, that is, of acts done with full advertence and free choice. Many of the acts we speak of (eating, walking, etc.), are often performed by mechanical habit, without full advertence and the exercise of knowing choice: such acts do not fall under the consideration of the moralist at all. And, by the way, it is the wise practice of Christians to make such mechanical acts truly human. and good, and spiritually profitable, by deliberately forseeing them and intending to do them resonably for the honor and glory of God. Many people make such an intention at the beginning of each day; they call it "the morning offering."

A human act, then, has morality or immorality by its very nature, or by reason of the circumstances which enter into it when it is performed. As we have noted, this morality—or immorality, in case of what is evil—is objective. All human acts have objective morality or immorality; some have such morality or immorality intrinsically by their nature; some have it extrinsically by reason of circumstances.

### Morality Unchanging

A thing to remember, especially in these days when thoughtless persons speak of "a changing morality," or or "modern morality," is this: the moral law, which is basically the Eternal Law or God Himself, simply cannot change. God is changeless in infinite perfection; His law and order for His world are eternally and changelessly made. There is no such thing as a changing morality. There is no such thing as a morality which is modern or up-to-date in contrast with a morality which is outdated or old-fashioned.

But, you may say, many things are now accepted as decent and right which were once considered wrong. If you have carefully read the paragraphs preceding, you should be able to answer your own objection. Things that are intrinsically evil can never become good; if people allow such things to become socially acceptable, it is all the worse for those people. If people of a certain time or place become accustomed to accepting thirty-five inches of cloth as a yard, this does not really shorten the yard-stick. And if people of our own day are accepting divorce or marital infidelity as normal conduct, this false judgment does not make those evil things actually good, nor does it change the Natural Law.

#### Circumstances Which Determine Morality

Many people are led into the calamitous mistake of imagining that morality changes because they forget that some human acts have their morality from their (Continued on page 157)

the

for

And

Ma

mar

then

Priv

W

sibil

bein

only

com

ever

city

lovir

Nove

cts

ite-

ree ing, out ice; the

tice

nan,

for-

for

h an

"the

y by

hich

oted.

1-is

y or

rality

ically

when

y," or

ich is

annot; His

nangenoral-

nodern

is out-

ted as

wrong.

ceding.

Things

ood; if

ptable.

certain

rty-five

ten the

cepting

ct, this

actually

stake of

forget

m their

# A Key to CLASSROOM EFFICIENCY

TWAS EVENING on the banks of the Jordan and a Teacher, who wore sandals on His feet and a seamless robe on His Person had, through every hour of that long day, taught the multitudes the way of life—taught as no man taught before.

And now He was tired! Those feet had walked from His native Galilee across the Jordan into the land of Perea and there had stood all the day at His task; those hands had been raised all along the way to lift, to heal, and to bless; that voice had tried over and over again to make His divine doctrine clear to those who were so given over to the slavery of the senses as hardly to understand. And He was tired!

### He Rebuked Them

But not yet might He rest, for crowding hurriedly forward came a group of eager mothers bringing their little ones that He might place His divine hand upon their tiny heads in blessing. The disciples, knowing how strenuous had been the day, "rebuffed them with harsh words" and would drive them away, but that great Teacher, always refreshed and gladdened by the sweet innocence of little children, rebuked them saying. "Suffer the little children to come unto Me and forbid them not—for of such is the Kingdom of Heaven."

And calling them to Him, He took them in His arms and laid His gentle hand upon them all—the docile, the forward, the rich, the poor, the bright, the dull. All! And then He proceeded along the way to begin anew His work of teaching.

And all through the ages, this sweet story of the Master Teacher's love for little children has inspired many thousands of noble men and women to undertake the sublime yet arduous vocation of teaching, to give themselves whole and entire to the great work of the education of youth.

### Privilege and Responsibility

What a work it is, what a privilege, what a responsibility! How it should stir us to the very depths of our being when we realize that these youths, beautiful as only youth can be—happy, confident, aspiring—have come to learn of us! This army of youth which gathers every day of the school year from hill and valley, from city and village, from the farm, workshop, and mine—loving one flag, speaking one language, and adoring one

God—come to us to be trained to useful citizenship and to be dedicated to the task of making a better today than yesterday—and a still better tomorrow. What a thought!!

And just as in that first great Christian school with the mountain side or a little boat upon the blue waters of the Lake of Genesareth for a school house—and for His demonstrating apparatus the mustard seed, the lily of the field, the hen and her chickens and the little sparrow falling to the ground—it was the *Teacher* who counted, so also today. It is the *teacher* who counts! It is!

### Opens Child's Heart and Mind

Put into a classroom a teacher with keenness of mind, fineness of heart, nobility of spirit and the result will be efficiency. It has to be! Such a one opens the heart and mind of a child like the sunshine opens the flower, and prepares it for effective learning. It is true that up-to-date buildings, a curriculum that makes a sincere approach to the problem of living, beautiful playgrounds are helps, but the *prime* essential is the personality and influence of a great inspiring human teacher. It is the teacher that counts! How can we describe such a one? What are some of her characteristics? We shall see!

### Health a Requisite

One of the first requisities of the good teacher is health. Any individual who sacrifices health for social dissipation will be a negative force in the classroom. The health of the teacher is an indispensable means to fuller and richer living and to the achievement of one's life work. Physical vigor as well as mental balance contribute much to efficiency in school as in life. Unless the teacher practices the principles of health that she teaches she cannot convey those principles to her pupils with any conviction. It ill becomes any of us to become an invalid physically, mentally, or spiritually. A real teacher will have a love for the great out-of-doors, for the shade of woodland, the beauty of bird and flower.

### Thorough Scholastic Training

Besides the health of body, there must be health of mind and thorough scholastic training. In some schools an A.B. or M.A. degree is the sole requisite for a teaching position. Now a college degree never makes us teachers. It may make us eligible for the position, but there is a difference. We all know that there have been and are teachers at their desks, who are paragons of learning, but as far as their pupils are concerned this vast storehouse was little short of useless. Scholastic attainment is necessary, of course, but it should be combined with high personal qualifications. Not what the teacher specifically teaches children will count most, but what she can inspire them to do and go on doing. This will be the final test of the usefulness of any teacher.

### Continued Growth

The meaning of the word "educate" (e-duco) is to lead out, and no stretch of imagination can make it mean to pour in. The best teacher never finishes her training. She continues to grow. Growth, no matter how far removed from the work of the pupils it may be, will leak out and be of benefit to the pupils. Psychology regards the child as a developing organism and the subject matter which the teacher presents to her pupils is valid only when it contributes to this growth and development.

This ideal teacher of ours is a worthy member of home and community. She has a spirit that finds joy in things lovely and beautiful and teaches others by her example to find nobility concealed amid the commonplace duties of the home. She is human and loves, enjoys, and suffers, with the home and community. She has that personal touch which is so irresistible because it is so genuine. She does not consider her school duties discharged when the pupils have received their assignments, studied, and recited their lessons.

### Plays No Lone Hand

Realizing that the home is the chief school of all the virtues, she needs the assistance of the home. She meets the parents of her pupils and through this contact brings about a cooperation between the home and the school. A true teacher does not play a lone hand. She possesses that touch of sweet humility which teaches her that there are others who may be of service to her in this great work and she leaves nothing undone to obtain the best results.

Perhaps when this individual whom we have chosen as our ideal was trying to choose a vocation, there were many noble callings which appealed to her. She would be a nurse, perhaps, a lawyer, a doctor, a sculptor-even that sweetest of all things, a mother. Yet she chose to be a teacher! For she is now also a nurse. Does she not each day care for the minor bruises of the child's flesh and spirit? A lawyer! Is there a day goes by in which she is not called upon to advise, to decide, to legislate, yea even to impose penalties? A doctor? Many times little bodies are sluggish and little minds are sick. She must diagnose these cases and prescribe the medicine necessary for the cure, or if she cannot decide she calls a consultation of other professionals in the field. A sculptor! Ah! This teacher is a sculptor. Each hour of the day she molds and fashions these little minds and souls after some ideal likeness. A mother? Well, at least she can try to be worthy to take the place of the mother during all the thrilling hours of the day, by developing in her character those sweet virtues of patience, gentleness, self-forgetfulness, and an understanding heart which are the attributes of a good mother. She can put her little ones under the care of our heavenly Mother, whose protective mantle is white for purity and blue for loyalty and truth.

### **Encompasses Many Vocations**

And so she finds many vocations combined within the compass of the teacher's profession and she is satisfied that for herself, at least, this is the "better part."

This country of ours appeals to the never-flagging idealism of the teacher who is loyal to the ideals of American democracy, and through her splendid example stimulates her pupils to lofty endeavor and imbues them with high ideals. She shows an interest in the welfare of the community to which she belongs and cooperates cordially in social undertakings. Such a teacher will imbue the minds and hearts of her pupils with a feeling of responsibility for keeping this nation of ours true to its ideals—giving them the while an understanding of the aspirations and ideals of other nations, all of whom have something of worth to contribute to civilization, In short, this teacher stamps a value on the souls of those who come within her influence-a stamp which is the deciding factor for the citizen of the world today and of God's Kingdom tomorrow.

### Worthy Use of Leisure

There are approximately 3,000 leisure hours per year. It is during these hours that bad influences and unwholesome associations enter the lives of the pupils. A teacher knows that the manner in which these leisure hours are spent determines whether her pupil is a "potentially" good or bad citizen. She realizes all the allurements of the times and endeavors to get close to her pupils and direct them in pleasant, wholesome activities

By her personal enthusiasm she will give them a love for good music, which brings such a harmonizing influence and an element of good cheer. Music will enrich their lives and the lives of others with whom they come in contact. She will show them in ways known only to those who have vision her own great love for the best of literature. They will learn from her how many pleasant hours can be spent in company of good books. They will be inspired by her love of poetry to make some of the choicest bits their own, not only for school days but fur all time.

She will be vitally interested in their athletics and will attend their games when it is possible. But above and beyond all she will keep the spirit of youth that she may be able to be the leader of youth.

### Non-possessor a Non-giver

Some one has said that the most important single

force at the disposal of the school for the upbuilding of character is undoubtedly the character of the teacher. Only that teacher who has richness and fineness of character can help children grow into richness and fineness of character. It is our same old statement oft repeated—the teacher cannot give what she herself does not possess. No one would hire to teach Greek a teacher who did not know the language. How much more necessary is it to have a teacher in our schoolroom who can offer to the world a living definition of "character."

I am very sure that everyone of us in striving to account for whatever of good is in us, would pay tribute to a few inspiring individuals. Look back! Think of that teacher from whom you gained the most. It was not a statement in mathematics or a historical fact that we remember, but the contact of soul to soul that had its salutary effect upon us. To be the person whose contact is worth while for children is what we must spend our lives becoming.

### Worthy of Trust and Loyalty

least

other

ping

entle-

heart

n put

other,

ie for

in the

tisfied

gging als of

ample

them

are of

erates

r will

feeling

true to ling of

whom

ion. In

f those

is the

er year.

pils. A

leisure

a "po-

allure-

to her

tivities.

n a love

zing in-

1 enrich

ey come

only to

the best

pleasant

hey will

e of the

but for

and will ove and she may

nt single

ber, 199

This is particularly true of the Catholic schools throughout the world. The Catholic school, with all its manifold opportunities for guidance in the ways of purity, love of God and neighbor, and high living for our homes, our country, and our God—these must get results in order to justify their existence. Thousands of

parents are doubly taxed that their children may have the benefit of a Catholic training. They regard this as a precious investment and not a hardship. Let us keep our Catholic schools worthy of their trust and their loyalty! Let us train these boys and girls of our schools so that life on earth will be worth while and Heaven will be their heritage.

### Proceed on Chosen Way

Yet even in a vocation so beautiful as that of teaching, there are times when we must work with broken tools; times when our best endeavors seem to fall short of the mark and our words fall on inattentive ears. There are times—yea, many of them, when the feet of the earnest teacher have stood at their tasks throughout the long hours of the day, when hands are busy with constant ministering to pupil needs, when voice is strained and heart is sad. And we are tired! Evening is at hand and we fain would rest from our strenuous calling. Yet in the hush of the evening comes a picture of a Teacher, who wore sandals on His feet and a seamless robe upon His person and we hear that still small voice whisper to our souls:

"Suffer the little children to come ... And forbid them not." And we call them to us—the docile, the forward, the rich, the poor, the bright, the dull. All! And refreshed and gladdened, we proceed along our chosen way.

### Morality Unchanged, Unchanging

(Continued from page 154)

circumstances. And circumstances do change. But morality itself never changes. Here is a boy who smokes with his parents' permission; here is another who smokes despite the fact that his parents have forbidden him to smoke. The act of smoking is, in itself, indifferent; it has no intrinsic morality. But that act, for the first boy, is not evil, while, for the second boy, it is evil. The circumstance of person makes it evil for the second boy, for he is a person to whom the act is forbidden by legitimate authority. Similarly, for Catholics, the circumstance of time makes eating meat on an abstinence day a sin; the same act of eating meat on a nonabstinence day is not a sin. But in these and all like cases there is no differing or changing of morality; there is only a differing or changing of the circumstances which determine morality. It is always and unchange-

ably right for children to be duly obedient to parents; it is unalterably right for Catholics to recognize the authority of the Church.

No style or custom or current social acceptability can make what is intrinsically wrong into what is intrinsically right. And all human acts that have their moral character from circumstances, are *radically* connected with what is intrinsically right or wrong. The examples just given reveal this truth. We must meet the statement that what is currently the custom constitutes the rule of modern morality, by the plain declaration that social custom is not the law of morality. The law of morality is the Eternal Law (manifest in the Natural law, applied by conscience), and the Eternal Law in one with God Himself "with whom there is no change or shadow of alteration."

# Eighth Graders and the Textbook,

# The DICTIONARY, The ENCYCLOPEDIA

THOUGH THE DICTIONARY is the "Treasure Chest" of the language, the ignorance and neglect of it are appalling. Instead of appealing to this rich source of information to solve our problems in spelling or pronunciation and our semantic difficulties, we prefer the passivity of ignorance that pervades many nebulous minds. Though it may not be proper to blame teachers for this slothful attitude and this lack of intellectual activity and curiosity, it is evident that greater appreciation of and interest in the value of the dictionary as an efficient tool, could be created and developed even among students of the upper grades of the elementary schools.

It is the deep conviction of the need and feasibility of actuating the preceding ideas which have led the writer to develop the following exercises for the use of his eighth-graders. The exercises require that every student have the permanent use of a dictionary.

#### How to Use the Textbook

Theory. Your textbooks contain the following divisions: (1) The title-page with title, author, publisher, copyright date (important to determine whether the material is up-to-date); (2) the Table of Contents—distribution of the contents of the book by chapters; (3) list of the maps and illustrations to locate readily any illustration; (4) main part of the book; (5) Index—alphabetic ordering of the topics of the book to facilitate finding them quickly.

Practice. Answer the following: (1) The title of the book is .....; (2) The name of the author is .....; (3) The book is published by .....; (4) The copyright date is .....; (5) There are ..... chapters in the book; (6) Write down two interesting chapter headings from the Table of Contents; (7) Is the book illustrated? ..... (8) Has the book a list of maps? ..... (9) On what page does the index begin? ..... (10) Two topics that seem interesting are: ...... on page ..... and ...... on page .....

### Introducing the Dictionary

Theory. (1) Present the value of the dictionary; (2) the alphabetical listing of the vocabulary; (3) how

to open the dictionary from the top of the page; (4) before looking for a word locate its first letter in the alphabet, then open the book at approximately the right place without thumbing through the whole book.

Practice. Write on the blackboard a varied and simple list of common words, then have the student locate them, first orally, then in writing, giving the respective pages. Promote accuracy and speed.

### **Guide Words on Every Page**

Theory. (1) Have the students notice that the first and last words of every page are printed with heavy type at the top of the page as Guide Words. (2) Call their attention to the fact that by attending to the spelling of the first and last word of the page, one may decide whether the word sought is on that page or not.

Practice. (1) Have the students copy the first and last words of some of the pages. (2) By attending to the first and last words of the page, let the students decide whether the desired word is on that page. (3) The exercise should be both oral and written.

### Discovering Information; the Dictionary Habit

Theory. Students should become conscious of the many items of information provided by the dictionary spelling, syllabication, pronunciation, parts of speech etc.

Practice. Several lessons will be required to introduct the students to the awareness of the amount of information that accompanies every word. The exercises should be both oral and written.

### Signs and Abbreviations; Special Sections

Theory. Signs are generally given in the introduction to the dictionary. They refer to the pronunciation, to the parts of speech, etc. They are important for a judicious use of the dictionary.

Practice. After the signs in the introduction have been studied, a great amount of oral and written practice will be needed until the students become familiar with them.

Theory. If the dictionary in use has, besides the general section, a biographical list, a gazetteer, a list of foreign language terms, etc., it is important that the

students be introduced to them progressively.

Practice. Several oral and written exercises should be dedicated to each section.

### Generalized Application

k.

A

) be-

1 the

right

imple

ocate

first

heavy

Call

elling

lecide

t and

ing to

idents

) The

bit

of the

mary

peech,

roduce

orma-

should

luction

ion, to

a judi-

n have

ractio

er with

ne gen

list d

hat the

er, 199

Reading with the aid of the dictionary. Select from the student's textbook some simple paragraph, and study its vocabulary by means of the dictionary. This exercise, both oral and written, should be practiced steadily to develop accuracy and speed. Through consistent practice, the students will acquire the habit of not letting an unknown word pass without giving it proper consideration. While a reading lesson goes on, such as: literature, history, geography, civics, etc., the students should have their dictionary on the desk, and let no uncommon word go by. This exercise should be practiced frequently.

### Consulting Larger Dictionaries; Dictionary Puzzles

Theory. Whenever a word occurs which is not listed in the dictionary of the students, they should be instructed to solve their difficulty through the use of larger dictionaries in their library.

The most brilliant students will gladly become interested in that exercise and get the other students' attention and interest. Recourse should be had to the complete dictionary whenever a difficulty occurs. The result of this research should be reported both orally and in writing to the class.

The curiosity and interest of the brilliant and industrious students could find satisfaction in looking up the strange origin of some words (caterpillar, from the French: Châtte pelue, a hairy cat, etc.). Thus they will be introduced unconsciously to etymology and lexicography.

This advanced but fascinating exercise requires the guidance of an experienced teacher. The results of the investigation should be reported in the English notebook and read to the whole class to promote sane and curious interest.

### Introducing the Encyclopedia

Theory. The dictionary tells about words, the encyclopedia about subjects. An encyclopedia may be general: Britannica Junior, The World Book, Compton's Pictured Encyclopedia, Americana and Collier's Encyclopedia. Or they may be specialized: The Book of Popular Science, etc. Books are written by individuals, encyclopedias by many experts. The items of an encyclopedia are alphabetically arranged. At the top of the pages there are guide-words. Important information is sometimes "boxed-in." Some sections give "cross-references."

Practice. (1) Arrange the following topics as you would expect to find them in the encyclopedia; check

your list against the encyclopedia: Pets, Mexico, hedge-hog, pencil, Egypt, newspaper, cheese, railroads, lumber, rope, Africa, forestry, insects, London, furniture, money, lifeboat, prairie-dog, Great Wall of China, life-saving service, redbird, guinea pig, bridges, airpump, horse, chestnut, reaping and threshing, Iceland, penguin, airports, Marco Polo, Christopher Columbus, Robert Louis Stevenson, and safety in the home.

(2) Locate the following topics in the encyclopedia, indicate the volume, the page: Alaska; camping; printing; Charles A. Lindbergh; Napoleon; Siberia; knight-hood

(3) Use the Ready Reference Volume of *Britannica Junior* to locate the information available on: Mojave Desert; mammoth; padlock; Round Table; poodle; sea anemone; Irish moss; typhoons,

(4) Find, through the Reference Book, three pictures for each of the following topics: give the page where they are found: gold; petroleum; sports; lights and lighting; rabbits: ships: Switzerland.

(5) Find, through the Ready Reference Volume, a map for each of the following: Russia; Panama Canal; Little America; Illinois; Ohio River; Netherlands; Virginia.

### How to Use Other Reference Books

Theory. Even the most modern encyclopedia cannot give up-to-the-minute information; it must be obtained from other available sources, such as: encyclopedia annuals, The World Almanac, The National Catholic Almanac, Who's Who; Who's Who in America; The American Year-Book; the Readers' Guide to Periodical Literature; the Catholic Periodical Index, etc.

The students should also know: Lippincott's Pronouncing Biographical Dictionary; Granger's Index to Poetry; Hoyt's New Encyclopedia of Practical Quotations; Webster's Biographical Dictionary; Webster's Geographical Dictionary; Roger's International Thesaurus of English Words and Phrases; Shepherd's Historical Geography.

Practice. An endless list of questions on the make-up and contents of these reference sources can be asked both orally and in writing.

### Clipping, Picture, Pamphlet File

Theory. Many students, under proper encouragement and guidance, may become interested in collecting clippings, pictures, pamphlets, etc. Their judgment will be exercised by the selection required to relate them to the subjects studied in class.

Each piece of material should be given a heading and filed alphabetically. A large envelope could serve as an excellent and inexpensive file. Clippings should be dated.

Practice. (1) Have a class display of the clippings and pictures on a set topic. (2) Let the students use (Continued on page 163)

# STATUS OF BUSINESS EDUCATION

In Ohio Catholic Schools

info

In the a sorte

scho

The the exam

data mig

nine

ing

fron

scho

con

ligio

thre

and

hig

exc

latt

hu

IN A DAY when the role of education as a factor in developing the spiritual, cultural, and vocational capacities of the individual and that of society is being analyzed from every possible point of view and the contribution to the religious, social, and economic welfare of nations reassessed, it behooves Catholic educators critically to examine their own educational system. They should do this in order to determine whether or not their institutions measure up to accepted standards and at the same time fulfill the purpose of their existence. To do this satisfactorily, they must scrutinize the specific contributions of the various branches of American Catholic education to American Catholic culture.

Among the various branches of study that should comprise the curricula of the Catholic secondary schools, if they are to attract to themselves that part of the Catholic adolescent population which is interested chiefly in acquiring business skills, is education for business.

### **Term Defined**

The term "business education" may best be described as that part of commercial education the purpose of which is the preparation of boys and girls for socially useful and personally satisfactory living, and more particularly for entrance into commercial employment with reasonable prospects of succeeding in their work. So far as vocational training is concerned, the vital words are "preparation of boys and girls for entrance into commercial employment."

By the term "vocational training" is meant any type of training that has for its primary objective the preparation of people to engage in any gainful occupation that is of value to society, to increase the efficiency and promotional potentialities of those already employed in such occupations, or to increase the worker's understanding of the social implications of economic activities.

Dr. Enterline, professor of business education, Indiana University, establishes three important points relative to the idea that business education is an integral part of general education, namely,

1. Business education is an important phase of

<sup>1</sup>Frederick G. Nichols, Commercial Education in the High School (D. Appleton-Century Company, 1933), pp. 55-56. general education. Business education and general education are complementary; each gives direction to the other

2. Since there is a business side to practically every type of life activity, regardless of the occupation in which a person may engage, business education is an integral part of all education and shows evidence of becoming a part of the core for all high school groups.

3. Certain types of business education, such as general business information, an understanding of business, consumer-business education, and social-business education, contribute to the economic well-being of all persons regardless of occupational choice, since all use the services of business or live in a business environment.<sup>2</sup>

### **Catholic Ideals Permeate Activities**

Catholic business educators are striving to achieve the goals of all business educators and in addition aim to see that Catholic ideals permeate all business activities. Therefore, in speaking of Catholic business education, "we think in terms of those business ideas and ideals, atitudes and appreciations, those business skills and aptitudes, which will be directed and guided and inspired by religious principles and which will be stimulated by religious motivation both at school and in the workaday world."3 Such education has long been a part of the program of many Catholic high schools, but some schools have advanced along this way at a much more rapid pace than others. Wide differences exist from State to State and even from school to school within a given State. These differences may well be caused by varying demands. It is important, however, that all Catholic high schools make available as extensive a program as is desired and is in keeping with the needs of the students.

Among the schools that have evidently tried to satisfy such desires on the part of their students are the Catholic high schools which serve the Catholic population of Ohio. I have thought it worthwhile to try to determine how well these schools are performing this particular function.

<sup>2</sup>H. G. Enterline, *Trends of Thought in Business Education*, Monograph 72 (South-Western Publishing Company, Cincinnation, 1949), p. 5.

<sup>3</sup>Rev. Henry C. Bezou, "The Responsibility of the Catholic School in Business Education," *Journal*, Catholic Business Education Association, 1949, p. 40.

### Information from Double Source

In order to obtain from the most reliable sources all the available information on the subject, the writer resorted to two plans. First, she sent to the principals of one hundred and twenty-eight of the Ohio Catholic high schools questionnaires asking for specific information. Then, she sent letters to the diocesan superintendents of the Ohio Catholic high schools requesting permission to examine the high school principals' reports and any other data filed in the offices of the superintendents which might aid in determining the present status of business education in these schools.

The response to the questionnaire was gratifying, ninety-six or exactly seventy-five per cent of them having been returned. This number was made up of replies from sixteen central high schools, six commercial high schools, forty-three parochial high schools, twenty-seven private high schools owned and conducted by religious congregations, two public high schools operated by religious congregations, and two schools that reported that they were no longer functioning as high schools. Of the remaining ninety-four Catholic high schools, seventythree offer one-, two-, three-, or four-year programs in business education; six are wholly devoted to business education; and the remaining fifteen, representing an average enrollment of one hundred and seventy-three and comprising one central high school, three parochial high schools, and eleven private high schools, totally exclude business subjects from their curricula.

The diocesan superintendents of high schools were likewise cooperative, all but two of them having granted the permission requested by letter. The failure of the latter to send an affirmative answer has, fortunately, retarded the study but little. In the first case, a one-hundred per cent reply to the questionnaire supplied full information. In the second, though the response to the questionnaire was relatively slight, the number of Catholic high schools in the diocese is proportionally small, so that the comparative lack of information concerning these schools was considered to affect only negligibly the conclusions to be drawn from the study.

### Nothing Spectacular about Development

The present status of business education in Catholic high schools of Ohio shows nothing very spectacular about its development, its aims, its faculty, its enrollment, its curricula, or its resources. Introduced into the Ohio Catholic high school curriculum three-quarters of a century ago, it gradually became an integral part of a system already forty-five years old. For twenty years, however, from 1875 to 1895, it constituted only a branch, and often a very subordinate branch, of a system weighted in the interests of instruction in the liberal arts.

In 1895, St. Rose, Lima, the first Catholic commercial high school in the State of Ohio, was founded. Between that time and the present, at least seventeen other high schools organized as commercial schools. Many schools,

however, not so organized, offered courses in business education. At the present time, the questionnaire revealed, the majority of Catholic high schools in Ohio offer both commercial and academic courses. It also showed that only six Catholic high schools in Ohio are established for the sole purpose of giving instruction in business education. It is interesting to observe that education in business subjects was not restricted to any particular locality but, on the contrary, developed progressively in various parts of the state.

Whether through commercial schools or through academic schools offering business courses, Catholic business educators aim to equip their students so that they may meet the requirements of the business world or may satisfy their personal needs. On this particular score, Catholic business education shares the objectives of business education everywhere.

### Training for Work

Business education faculties of the Ohio Catholic high school system, as revealed in the questionnaire, represent eleven religious congregations of men, thirty religious congregations of women, and include a small number of the laity. Less than fifty per cent of these business faculties devote full time to business education. Of this number, fewer than one-third are fully qualified as business instructors—if the holding of degrees offers any sound criterion for such qualification. An additional sixteen per cent hold certificates. A few are engaged in business education in virtue of personal experience in the business world. Beyond this, the members of the business faculties have little formal training for their work.

Of twenty thousand, seven hundred and ninety-three students in the Catholic high schools of Ohio, six thousand, six hundred and sixty-seven, or thirty-two per cent, are seeking instruction in the business field. Generally speaking, these students may participate in a broad program of business training. More specifically, however, they have better opportunity to acquire training in type-writing, shorthand, bookkeeping, and the use of office machines than they have in the social-business subjects—business arithmetic, business English, business law, economics, economic geography, general business, etc. This fact, however, may well be in accord with the needs or stated desires of the students.

#### Correlation with Student Demand

Evidence points to a number of attempts of Ohio Catholic business educators to meet the business demands of the time relative to both business skills and to business content. In several instances new courses such as Bookkeeping I, Bookkeeping II, consumer education, economics, economic geography, filing, general business, office practice, salesmanship, and shorthand have been added to the curriculum in the interests of the students, and these or others were later dropped from the course of study in accordance with student demand. Occasion-

ly

2-

a-

VS

h

as

of

11-

11-

al

e the

o see

ities.

tion.

leals,

and

pired

d by

aday

f the

hools

pace

State

State.

g de-

high

s de-

lents.

atisfy

tholic

Ohio.

how

ction.

cation

innati,

atholic

s Edu-

, 1953

ally, however, the course of study has been modified because of limitations required by the schedule.

In too many instances business instruction has been hampered by an insufficient number of up-to-date office machines. It has likewise been handicapped by extremely limited library facilities. Many schools have no business libraries at all, and others have access to only a few textbooks and encyclopedias.

### Specified Skills are Demanded

In spite of the serious handicaps under which many business educators in the Catholic high schools work, they nevertheless demand that their students acquire certain specified skills. Most schools require that students achieve at least sixty words per minute for five minutes in Shorthand I; at least thirty words per minute for ten minutes in Typewriting II; and that students show proficiency in bookkeeping and secretarial practice before they will recommend them to potential employers or give them certificates of achievement. This is entirely in accord with the Ohio High School Standards for Business education. One-half unit of credit per year is recommended for typing classes which meet five periods a week.

Catholic teachers, administrators, and superintendents of the State of Ohio, as a whole, have been too little attracted by business education organizations. They have for the most part, looked with disfavor on projects sponsored by these groups or by others. They have seen some advantages to be derived by participating in contests, and have also seen some value in subscribing to business journals and periodicals. In some cases, however, the failure to appreciate these things is only apparent and is necessitated by lack of funds, time, cooperation, and by other factors.

#### The Overall Picture

The overall picture of Catholic business education in Ohio makes a much better impression on its viewer than is warranted by its detail. The existence of a halfdozen large strictly commercial high schools contributes much toward this effect. It is these schools and a few other fairly large high schools with well-developed business departments that command the services of the better qualified instructors for their relatively large enrollments. It is they that possess the better equipmentin quality, quantity, and variety. The students in many of the Ohio Catholic high schools have to receive their instruction from teachers who must keep their minds and attention simultaneously on the activities of two or more classes. Many of them have at their disposal too little or far out-moded equipment. These conditions do not ordinarily make for good results. Between these extremes, however, there exists a number of schools which have representative instructors, equipment, and conditions of study, but which could profit considerably from an expansion along all lines.

In spite of the evidence of some inadequacy in Catholic business education in Ohio, the efforts of Catholic business educators to provide sound business instruction merit approval and praise. Their limitation for the most part can be explained in terms of inadequate funds, restricted space, buildings, and the demands of general education on both the elementary and the secondary level. If the finished business student of the Catholic high school suffers by comparison with his public-school trained associates, he may still find much satisfaction and compensation in the fact that his education is Catholic and also that, within the bounds of his individual capacity, he is fully educated.

### When Planning

The business educators, generally, when planning their business curricula, should ever be mindful of the fact that for the majority of students high school education is terminal education. These educators must, therefore, shoulder the responsibility of preparing the students to lead good Christian lives and they must also give them the knowledge and training needed for the maintenance of a livelihood.

Since participation in business practices by all persons is inevitable, a course should be offered to all high school students which will prepare them for participation in those business activities common to all youths and adults. Business subjects that are informational, social-civic, or which deal with general business principles should have a relatively large place in the business curriculum. Vocational business education should be given only to those persons who are physically and mentally equipped to benefit by such training. In too many of our Catholic high schools the business department is the dumping ground for those rejected by the academic department as being unfit to do college preparatory work. In general, students who do not measure up to the requirements of college preparatory work usually are unable to attain a marketable proficiency in the vocational skills although they may receive some personal-use benefits from them. Statistics show that too many students are receiving stenographic training. There needs to be a better adjustment between the number of persons being so trained and employment possibilities. Furthermore, bookkeeping positions, though they will continue to exist, are not so plentiful as they once were; consequently, less emphasis should be placed upon bookkeeping from the strictly vocational point of view. Local conditions will, of course, serve to guide.

### **General Training**

The majority of young business employees are clerical workers of the general type. Therefore, more attention should be given to this kind of work. Our Catholic high schools should make provision for general clerical training on a vocational basis as one of the differentiated curricula of the business education program and thus provide useful educational opportunities and employment

W

possibilities to those whose time would otherwise be wasted in the pursuit of college preparatory courses or training in the vocational business skills,

nolic Jusi-

tion

nost

nds.

eral

dary

olic

hool

and

nolic

ca-

their

fact

ation

fore,

ts to

them

chool on in dults.

have Vo-

those ed to

tholic

nping

ent as

neral.

nts of

tain a

nough

them.

eiving

djust-

ained

keep-

re not

s em-

m the

s will,

lerical ention ic high trainntiated d thus

Furthermore, we must develop in our business students Catholic ideals and attitudes. We must integrate Catholic principles into our business classes. Business teachers are in an excellent position to give students the knowledge and guidance necessary for making sound indements concerning values by showing them that material success is not the end of all things. The following words of Pope Pius XI in his encyclical on Atheistic Communism should be a spur to all Catholic business teachers, "The most urgent need of the present day is . . . the energetic and timely application of remedies which will effectively ward off the catastrophe that daily grows more threatening. We cherish the firm hope that the fanaticism with which the sons of darkness work day and night at their materialistic and atheistic propaganda will at least serve the holy purpose of stimulating the sons of light to a like and even greater zeal for the honor of the Divine Majesty." It is important that business students have excellent training in the knowledge and skills that will assure their success in the business world, but it is equally necessary that these same students know world conditions, know how to amend them, and have the incentive actually to do something about rectifying them.

The united efforts of the business teachers of the Catholic high schools to make our students realize the fact that our Catholic business schools are not business schools that also teach religion but that they are Catholic schools that teach business subjects, will do much towards providing a firm foundation upon which to develop character traits and ideals which will produce worthy and useful citizens whose lives will be devoted chiefly to achieving and helping others to achieve the only goal for which they were created.

### Textbook, Dictionary, Encyclopedia

(Continued from page 159)

their clippings in answering examination questions, etc.

### How to Use the Library

Grade students should be given a working knowledge of the organization of the school and public library. There are many pamphlets where they can get specific and simplified instruction and guidance on the use of the library; we refer the teacher to these many sources of information.

Students in the upper grades should be shown how to solve current problems through the use of the daily newspaper, the magazines, or some of the many pamphlets distributed by public or private agencies, manufacturing concerns, etc. This useful activity will demand the devotion of the inventive and ingenious teacher.

Some mentally industrious and alert students should be induced to carry about a note-book and a fountain pen. Whenever they hear or read something worthy of notice, or when an original idea flashes through their mind, they should take a note to be investigated at the proper time. Students need guidance and encouragement to develop this most important intellectual habit, which may be called "an everlasting university course."

Thus, through the scientific introduction to the dictionary, eighth-graders will develop life-long valuable habits, and be spared the ravaging results of "intellectual mortality," which is so common among our so-called "degreed men." The few exercises given above can be developed and multiplied by any industrious, devoted, and interested teacher.

r, 1953

# The Need for a

# BOOK ON FAMILY FINANCE

IF HUSBANDS AND WIVES managed a firm's purchasing department like they often handle the family finances, they would soon be reading the want ads. Fortunately most husbands do not give their wives a two-week notice when they make a mess of grocery buying. Nor do wives do anything equally drastic when their mates borrow money at rates that would make a lender shudder, if he were doing the borrowing.

### **Educated to Want**

While many American families struggle along in spite of poor money management, there is no doubt that unnecessary money troubles are causing a great amount of discord in American family life. The reason, surprisingly, is that American consumers are too educated. Through press, radio, TV and other promotional means they have been educated to want what they would be better off without, and to do their buying in ways that are both inefficient and costly.

Fortunately, in spite of inflation, it is quite possible for a husband and wife to stretch the family income through common sense practices that are taken as a matter of course in the business world. Now this means a different kind of consumer education. It means preparing families to go into the marketplace to get at reasonable cost the goods and services which are essential for a happy family life. Over the past fifteen years we have been giving ourselves that kind of education as we met the needs of a growing family with dollars that were continually shrinking in real value.

### Strengthen Family Life

This job has not been easy. Nor has it been nearly so grim as many families make it out to be. To begin with, we have found that there are economical ways to get nearly everything a family needs. More important, we have also found that when a husband and wife cooperate in setting up an efficient family purchasing department, they will also strengthen their family life. Stretching the family income takes teamwork and it is working together that makes money matters contribute to family unity rather than causing bickering and hard feelings.

As we accumulated experience and information on various phases of family economics, we started writing articles on food buying, borrowing, gyps and swindles, productive work at home, and so on. These brought requests from parents, teachers, and clergymen for material on other topics. There were also suggestions that we bring all of our material together in a book, as there was no doubt a need for a constructive, practical, down-to-earth book that would help families to stretch their incomes while still carrying on the numerous other jobs that must be done by busy parents.

### Theories Avoided, Methods Emphasized

In writing Stretching the Family Income we have kept in mind the fact that most families, like ourselves, are short on time as well as money. We have avoided economic theories and have emphasized methods that will work in the daily hubbub and confusion of family life. We have, however, stressed the great importance of a family basing their economic life on the Christian principles which should govern our use of material goods. No amount of penny-pinching or wise buying techniques will solve a family's money problems if their way of life is a materialistic, pagan one. It is this seeking luxuries as an end in themselves that causes needless friction among even the very well-to-do.

### Caution on Trick Sales Methods

In our book we have gone behind the scenes in many lines of business to disclose common practices that keep families from stretching their incomes as far as they should. We have, for example, described common sales methods that are used to get people to buy in spite of their better judgment. Fortunately, one of us had worked for a large manufacturer of home equipment, and had taken the company course in effective salesmanship. Thus we know first-hand many of the trick sales methods and emotional appeals that have been developed to influence reluctant customers.

Students in our consumer economics classes have also provided many money-saving suggestions for the book. From salesmen, grocers, butchers, credit managers, and others we have obtained information that is usually known only to those in each particular field. In one class a former door-to-door brush salesman demonstrated how he had sold brushes to housewives who had closets full

of unused brushes purchased from other door-to-door hrush salesmen. His presentation was so convincing that had he still been in the business, he could probably have sold brushes to the members of the class. In another class a door-to-door bible salesman described the remarkably effective canned sales talk he used to get the customer's name on the dotted line. A third salesman summed up the matter when he said, "The salesman has to make up the customer's mind for him or someone else will." We think, however, that after anyone has read our description of modern sales methods, he will be able to recognize when he is being rushed into an unwise purchase through emotional and irrational sales arguments. Buying in a rational, intelligent manner is not so difficult for one who understands modern sales techniques, and it is a sure way to stretch the family income.

### **Outside Authorities for Specialized Subjects**

Besides our own experiences and those of our students we have also had the assistance of authorities on housing, insurance, social security, gyps and swindles, and other specialized subjects of concern to the consumer. These specialists have given talks to our consumer economics classes and have answered many practical questions raised by the students. These talks and discussions have enabled us to include much information on wise "buymanship" that is not usually available to consumers.

We think that the material in Stretching the Family Income will help not only existing families but also future families if the book is used in classes in consumer economics and other courses in which family money management is discussed. We are convinced that such courses should cover the practical matters we have discussed. Students should investigate the same topics in their own communities by getting out into the local marketplace to get first-hand data on interest rates, sales methods, food, clothing and home buying, and so on. The interesting experiences they have should be discussed in class.

### Course Needs to Treat Real-Life Situations

Also in a consumer economics class the instructor should bring into the class authorities on insurance, investments, the Better Business Bureau, Federal Housing Administration, Food and Drug Administration, etc. Only in this way can students get up-to-date and accurate information on conditions in their own community. All this means that any text that is used should be concise, practical and limited to the really important and relatively unchanging data on family economics.

Unfortunately, most of the existing books on consumer economics include so much economic theory, historical

notes and other details not connected with the everyday economic life of American families, that they are not suitable for a really practical course. There are plenty of courses in which the student can get theory and historical background. But classes in which family and consumer economics are taught should prepare the student for the real-life situations he must soon face.

### Prepare as Future Home Makers

Since none of the existing books seemed to be suitable for a really useful course on family economics, we adopted the satisfactory, though unhandy, method of using government and commercial pamphlets and mimeographed notes. Perhaps the inconvenience of keeping track of this assorted material caused one of the students to suggest that we simplify matters by assembling the information into a book. Thus we think that our book will be useful to teachers and students who want a course that will prepare the students for their future careers as homemakers. Because the book is limited to important principles and essential data, it is short enough to leave time for the practical student problems and outside speakers mentioned above.

Because families buy most of the things they need today, we have emphasized that one of the first things a family should do is set up an efficient purchasing department similar in many ways to those found in well-run businesses. In this way the family income can be stretched to provide a standard of living far higher than will result from the hand-to-mouth, haphazard buying that is characteristic of many families today.

### Family Can Do Many Things for Themselves

Another reason for writing the book was to point out both to parents and students the advantages of families doing more for themselves. People have been "educated" to find too much of their recreation away from home and to prefer boughten things to homemade ones. For economic savings and a greater family unity it is desirable for a family to meet many of their needs themselves. Efficient small-scale power tools and the availability of handy products like plywood make it possible for a family to do many things for themselves that a few years ago they would have almost certainly hired others to do for them.

A final reason for writing the book was to urge families to cooperate in solving their mutual problems. When families get together these days an almost certain topic of conversation is the high cost of living. Instead of just talking about how tough things are, we suggest that families get together and help each other through buying clubs, credit unions and cooperatives.

n sales

spite of

worked

nd had

anship.

nethods

d to in-

ave also

ers, and usually one class ted how sets full

ndles,

ht re-

r ma-

is that

there

down-

their

r jobs

e have

selves.

voided

ls that

family

ance of

n prin-

goods.

miques

XUM

# SCOTT'S WOMEN CHARACTERS

SIR WALTER SCOTT is universally considered as the greatest imaginative writer of his century. In 1814 he turned his thoughts particularly to prose, and gave to the world under the title of *Waverly* the first of that charming series of novels which ushered in a new era in the history of prose fiction. Were the varied and brilliant company, who dwell in these pages, to be suddenly blotted out of their ghostly yet most real existence, it would be a woeful depopulation of our inner world.

### Many Charming Allusions

All writers have considered fiction as one of the most appropriate means of imparting to mankind great principles and important moral lessons. The reason is obvious. The writer of fiction has, at his command, many charming allusions with which to drape the most unpalatable truths of religion or morality, and thus present them in a form attractive to the most fastidious. Seeds of goodness are thus easily sown broadcast in the world and, as the novelist can play largely on the softer passions, he may, by judicious management, so warm the heart as to produce an artificial hot-bed in which the germs of virtue fructify, strike root, and develop into the finest exotics that the garden of our soul is capable of producing.

The characteristics of fiction are animation of language, brilliancy of description, richness of coloring, excitement of incident, and play of passion, all of which powerfully excite the imagination and urge it to take that exercise which is necessary in its development and perfection.

The novelist causes the reader to wander through the wildest plains of romance, such as can be crossed only by the leaps and bounds of fancy, and thereby supplies to the mind what physical exercise gives to the body.

### Raise and Ennoble Mankind

The object, therefore, which the writer of fiction should always hold in view is to exercise the fancy upon pleasant and lawful subjects, to fill it with novel and happy images, and, by this indirect, as well as by direct appeal to the heart, so to temper and control the passions as may be most suitable to the formation of virtue and the extirpation of vice. For this reason, his representations should be chaste, his sentiments pure, and his leading characters, noble-minded and virtuous.

Novels should treat of life as it ought to be conducted, they should inculcate social lessons that purify and refine, raise and ennoble mankind. Did novelists understand this task and attempt conscientiously to fulfill it, there might be fewer works of fiction, for high-class, moral yet interesting novels require study, knowledge, and talent, but the world would be the better for such as were written.

In perusing Scott, the reader insensibly feels elevated into a purer atmosphere. He possessed a profound knowledge of character, therefore, his characters live—if some of them could have never lived elsewhere—in his pages. At least, they do live in the "Waverly novels."

### First Breaches in Wall of Prejudice

For Catholics, for whom he has written so much, his works must ever be a transcending interest and, if he has not always done them justice, they will still gratefully recollect that, like the good genius of a fairy tale, his mighty arm made the first breaches in the magic wall of evil prejudice that shut them away from their fellow-countrymen.

Scott, more than any other writer, except Dante, has drawn his inspiration from Catholic times and Catholic models. His characters talk so naturally of the beads, exorcisms, Confession, absolution, and he so well portrays the Catholic anxiety for the last sacraments, that one is at a loss to say how far Catholic rites and practices had taken hold of his imagination. Especially is this noticeable in the remarkable reverence when he refers to the Mother of God as "the pure and blessed Patroness" when speaking of her himself in "The Betrothed."

### **Variety of Characters**

Herein I have selected Scott's outstanding women heroines as partial illustrations of the immense variety of characters to be found in his novels, and of his masterful, life-like delineation of them.

I think the principal deficiency of Scott's pictures of women, odd as it may seem, should be greatly attributed to his natural chivalry. His conception of women of his own or of a higher class was always too romantic. He hardly ventured, as it were, in his tenderness for them to look deeply into their little weaknesses and intricacies of character. With women of an inferior class, he has not this feeling. Nothing can be more perfect than the man-

bu Bu

w(

sp

ner in which he blends the dairy-woman and woman of business in Jeanie Deans, with the lover and the sister. But once make a woman beautiful, or in any way an object of homage to him, and Scott bowed so low before the image of her that he could not penetrate into her heart. To some extent, therefore, Scott's pictures of women remain something of the style of the miniatures of the last age—bright and beautiful, but without any special character to them. He was dazzled by a fair heroine. He could not take women into his imagination, as he did men. Goethe's pictures of women are, no doubt, the intuitions of genius; and so are Scott's of men—here and there, of his women, too.

### Drawn with Power

d,

ıd

re

al

nd

as

ed

in

is

he

all

N-

as

lic

ls,

r-

at

es

iis

to

S"

en

1-

of

ed

nis

He

em

ies

not

ni-

953

Professional women he can always paint with power. Meg Dods, the innkeeper; Meg Merrilees, the gypsy; Mause Headrigg, the Covenanter; Elspeth, the old fishwife in "The Antiquary"; and the aged crones employed to nurse and watch, and lay out the corpse in "The Bride of Lammermoor" are all, in their way, impressive figures.

Even in relation to women of a rank more fascinating to Scott, whose inner character was perhaps, on that account, less familiar to his imagination, grant him but a few hints from history, and he draws a picture, which, for vividness and brilliancy, may almost compare with Shakespeare's own studies in English history.

Had Shakespeare painted the scene in "The Abbot," in which Mary Stuart commands one of her Marys-in-waiting to tell her at what bridal she last danced and Mary Fleming blurts out the reference to the marriage of Sebastian at Holyrood, would anyone hesitate to regard it as a stroke of genius worthy of the great dramatist? This picture of the Queen's mind suddenly thrown off its balance and, betraying in the agony of the moment, the fear and remorse which every association with Darnley conjured up, is painted "from the heart outwards," not "from the skin inwards," if ever there were such a painting in the world.

### Something to Catch His Imagination

Scott hardly ever failed in painting queens or peasant women. There is something in the well-marked type of both to catch his imagination, which can always hit off the grander features of royalty, and the homelier features of laborious humility.

Is there any sketch traced in lines of more sweeping grandeur and more impressive force than those which described Mary Stuart's lucid interval of remorse which breaks in upon her hour of fascinating condescension?

And equally fine is the scene in Kenilworth in which Elizabeth undertakes the reconciliation of the haughty rivals, Sussex and Leicester, unaware, that in the course of the audience, she herself will have to bear a great strain on her self-command, both in her feelings as a queen and as a lover. Her grand rebukes to both, the flashes of resentment to which she gives way, the triumph

of policy over private feeling, her imperious impatience when she is baffled, and her peremptory conclusion of the audience bring before the mind a series of pictures far more vivid and impressive than the greatest of historical painters could fix on canvas, even at the cost of the labor of years.

### Fails with Finer Shades

Even more brilliant, though not so sustained and difficult an effort of genius, is the later scene in the same story, in which Elizabeth drags the unhappy Countess of Leicester from her concealment in one of the grottos of Kenilworth Castle, and strides off with her, in a fit of vindictive humiliation and Amazonian fury, to confront her with her husband. But this last scene, no doubt, is more in Scott's style. He can always paint women in their more masculine moods. Where he frequently fails is in the attempt to indicate the finer shades of women's nature.

With Amy Robsart herself, for example, he is by no means generally successful though, in an early scene, her childish delight in the various orders and decorations of her husband is painted with much freshness and delicacy.

But whenever, as in the case of queens, Scott can get a telling hint from history, he can always so use it as to make history itself seem dim compared to the equivalent he gives.

### Ardent Affections Under Voice of Reason

Out of thirty heroines, sixteen are described as distinctly under twenty. Nearly all Scott's heroines are motherless. They are girls who have grown up in the companionship of uncles or fathers, older men, and with an early responsibility of thought and action. They have had to plan their own wardrobes and decide upon their own conduct toward their lovers. Some of them have been behind the scenes of stirring political events; nearly all have been thrown into situations where they had to think for themselves, to act with decision and, in general, to fulfil the whole duty of heroines. The heroines of Scott are, some of them, only lay figures, but at least, so far as they have character, they are women, and they justify the deeds which are done to win them. The most interesting are, in my opinion, precisely those who are capable of drinking deeply of the cup without being intoxicated by the draught, and who may justly be described by that most prosaic of all panegyrics, as girls of well-regulated minds. In his female characters, Scott seems purposely to inculcate the lesson, which is entirely consistent with all we know of himself, that great depth of feeling may co-exist with great strength of principle; that the most ardent affections may be found in one who is habitually obedient to the voice of reason; and that all the softness and freshness and tenderness of girlhood may bloom alongside of a stern sense of duty and unflinching submission to its dictates.

Alice Bridgeworth has always seemed to be one of

Scott's most fascinating creations; she and the heroine of "Woodstock" (Alice Lee) are naturally associated with each other, both because of the similarity of their characters and the resemblance between the situations in which we find them placed. In both, the girls are motherless. With Alice Bridgeworth, duty was the ruling motive-duty to herself, duty to her father, duty to her lover. And it is this combination of duty and passion, of reason and romance, which is so rare in fiction, and hardly to be found in perfection anywhere but in Sir Walter Scott.

Alice Lee illustrates the same lesson as Alice Bridgeworth. Scott has taken particular pains to impress upon us the warmth and steadiness of Alice's affection for her cousin and, in one supreme scene, brings it out with marvelous force and pathos. But her duty to her father, unreasonable and violent as he is, prevails over every other consideration. Scott has in these instances revealed his knowledge of human nature by making his heroine act thus.

### Principle Triumphant over Passion

Minna Troil is a less striking illustration of the same principle of action and she differs from Alice Lee and Alice Bridgeworth in the nature of the motive by which her conduct is determined. Minna would not be false to herself for a single moment. She had been deeply attached to a disguised pirate, Cleveland, but on finding out who he really is, dismisses him forever; refusing to hold out the slightest hope that, even if he obtains a pardon and distinguishes himself in the king's service, she will ever see him again. With Minna, it is a question of self-respect. She cannot pardon the man by whom she has been deceived or ally herself with one who has ever led such a life as he had. This is entirely her own doing. Her father has never been appealed to. She is actuated by no sense of duty towards Cleveland, nor could she be. It is offended dignity and delicacy, and the impossibility of overcoming the shock inflicted on her by the discovery of the truth, which combine to turn Minna Troil from the man who has ruined her happiness, so we see principle triumphant over passion, and the heroine herself all the more interesting because of it.

### Some Lay Figures, Others in Bold Relief

Some of Scott's heroines are little better than lay figures. Others stand out in bold relief, so as to be immediately and universally appreciated. In this class, I should certainly place these three.

Among the other characters worthy of mention are Rebecca, the Jewess, and Lady Rowena, of "Ivanhoe" fame. Rebecca, the Jewess, is a lovable character. How faithful and tender she is to her aged father and how firm is her determination not to marry that ignoble and irreverent knight, Bois Guilbert! How she clings with steadfast earnestness to her religion, and refuses to renounce it! What patience and kindness and courage she shows when nursing the wounded knight, Ivanhoe, back to health! And how lovely is her farewell to Rowena and Ivanhoe!

Lady Rowena was a beautiful Saxon heiress, Cedric's ward, and a descendant of Alfred. Tall in stature, of exquisitely fair complexion, Rowena was very lovely. The noble cast of her head and features prevented the insipidity which is sometimes attached to fair beauties. At the tournament she was made Queen of Love and Beauty and when she crowned the victor, she found him to be her long-absent and wounded lover, Ivanhoe. On her return from the tournament, she was captured and confined in the castle of Torquilstone by the enamored De Bracy, but a speedy rescue terminated her persecution. Rowena had no interest in the throne which Cedric had hoped for her, and she detested Athelstone, whom Cedric wished her to wed. Instead she married Ivanhoe after a

### Master of Humor

In that dry humor, and in that higher humor which skillfully blends the ludicrous and the pathetic, so that it is hardly possible to distinguish between smiles and tears, Scott is a master. But he has a much higher humor still, that inimitable power of shading off ignorance into knowledge, and simplicity into wisdom, which makes his picture of Jeanie Deans, for instance, so humorous as well as so affecting when Jeanie reunites her father to her husband.

In that inimitable passage in "St. Ronan's Well," where Meg Dods describes the growth of the fashionable watering-place out of a mineral spring and a fine lady's whim, we see in a flash the divine gift that can adom itself with those dainty accessories to literature, or at will, discard their use, in either case remaining equally rich, supreme, and unapproachable.

Among the purely fictitious persons of his novels, there are some whom it is hard to realize never breathed mortal air. Among such, we may name that incomparable queen of heroines, Di Vernon, of whom it may be truly said in the words of Steel, that, "to have loved her is a liberal education." Carlyle's "from the skin inwards" criticism has attained a dismal immortality, presumably on the principles embodied in the lines:

"The evil that men do lives after them. The good is oft interred with their bones."

### **Compared with Present Fashion**

It remains a standing proof that invariable wisdom is not to be looked for even from a sage; or it is perchance, a fulfilment, on a Carlylean scale, of the poet's injunction to mingle a little folly with counsels. Sir Walter's presentation of character is undoubtedly very reserved in comparison with the present fashion of showing heroes and heroines turned inside out, like a kid glove off a hot hand. But to understand human character through external appearance and action is the natural way by which human beings learn to know one another, and the fact

(Continued on page 170)

and

ic's ex-

The in-At auty be

her

on-De

ion.

had

dric

er a

hich

at it

and

mor

into

s his

s as

er to

ell,"

able

dy's

dorn

or at

ually

here

mor-

rable

truly

is a

rds"

ably

om is

ance.

ction

esen-

com-

s and

a hot

h ex-

which

e fact

, 1953

# LITURGY in the School

THE LITURGICAL MOVEMENT has had, up to the present, no great success in reaching the Catholic masses. Intelligent attention and devotion are not generally evident in Sunday morning congregations. It is, however, popular success which is needed in the liturgical movement. In other fields, such as physics or archaeology the communication of knowledge within a relatively small circle of people is adequate. Not all need know these things; but everyone is called to the worship of God. The end of the liturgical movement is education towards the worship of God. The people active in the movement will have to bring it into the schools. They are in fact, the principal means of religious education for the majority of Catholics. In the matter of liturgy, they offer an opportunity of reaching a large number of people with an intensive program over a time sufficiently long to make a lasting impression. They offer an opportunity of beginning with people at the beginning and thus of making the liturgy an integral thing in their living, not an appendage to a religious life already formed in some other way.

#### Operative in a School

To make the liturgy operative in a school is a project requiring cooperation of parents, students, teachers, and priest. For most serious purposes such cooperation has to be created. The P.T.A. except for its interest in such things as proms, is largely moribund. In some schools, whatever the facade may be, the administration pursues a "hands-off" policy; that of course, is in opposition to the traditional Catholic thesis that the school is a delegate of the parent. But the P.T.A. does exist, and there is no reason why it cannot be made a vehicle for implementing a worth-while school program. Many parents would appreciate a full exposition of the raison d'être of the Catholic school, and the raison d'être of the Catholic school is, in the final analysis, the worship of God. The majority of Catholic parents surely have at least some dim sense of that. How can one otherwise explain their financial sacrifices? One can think of Catholic schools in which an ideal other than religious seems to be the centre of cohesion. Their yearbooks vie with each other in telling the story of social success or, particularly in the aftermath of war, of patriotic endeavor. Such schools are a fashionable and numerically insignificant minority.

One is glad to note that America is comparatively unencumbered by them. It is doubtful whether we are as free from the charge of making economic success the final end: notably in the case of our colleges. But when the number of Catholic schools is reckoned and their

flourishing condition in poorer neighborhoods is considered, there can be no doubt that they represent a real appreciation of a religious ideal. What is needed is that parents generally should be enabled to get a much clearer understanding of the justification for our schools than they have at present. This will involve an identification between liturgical living and Catholic living as well as an explanation of what the liturgy is. It will also involve the making of a partnership between the parent and the school.

### **Well-Directed Discussions**

A dozen well-directed discussions during the school year will go a long way towards a realization of these objectives. The value of parental cooperation will be especially noticeable in grade schools. The Sister who regiments the little boy in the front pew is an object more of pity than of blame. It is difficult, however, to foresee any release for her until the parents take their places beside their children as adorers conscious of their mission to teach others to adore. That will not happen spontaneously-not at any rate on a wide scale, Many parents do not themselves have the type of education which would enable them to make a major constructive contribution to the education of their children in the liturgy. At the same time, they are by-and-large sufficiently literate to be capable of receiving that education in a relatively short time.

### All Teachers Liturgy-Minded

Ideally, all teachers would be liturgy-minded: actually, and individually considered, many of them are. Possibly because they are over-worked, possibly because they are caught in a routine, not enough of them, in a corporate way, give sufficient thought to the relevance of liturgy to the work of the school. It would need elaboration put this way, but it is substantially true that liturgy is the work of the school.

In America the majority of Catholic teachers are Religious, to be more precise, religious women. Undoubtedly, this fact is an important one in explaining the solidity of American Catholicism or some of its lesser but very attractive qualities, such as its politeness towards the priesthood. But it must be said that the very fact that so many of our teachers are Religious creates a real problem in the matter of liturgical education. The majority of religious congregations engaged in teaching have a heavy schedule of spiritual exercises. There is an inevitable tendency to shorten the time givn to liturgical worship in common with thir students. It is not an indifferent matter that students should be impressed by

example as well as by word with the relative importance of liturgical worship and non-liturgical worship. The fact that American schools are, in the main, conducted by Religious gives the liturgical movement in America a distinct lead over the movement in other countries: for students can hardly fail to get an added something from the fact that those so closely engaged in training them in religion, are themselves dedicated in a special way to lives of worship.

### Liturgical Instruction in Focus

The second aspect of the teacher's part in liturgical education is that of instruction. It is impossible to get liturgical instruction in focus apart from the setting of clearly-conceived aims in liturgical practice. Granted this setting, another relationship must be grasped: namely, that between worship and thought. The former of Christian thought is Christian dogma. Dogma is also fundamental to the liturgy: it is the man whose mind is in contact with God through faith in the Church's teaching who is able to adore in spirit and in truth. In a proximate way, it is the body of truth concerning the bond between Christ and mankind in the Mystical Body which prepares us for joining with the Mystical Body in worship. It is the course on the Mass and the Sacraments which gives light on the arrangements of Christ for worship.

### Our Curricula Contain the Elements

Indeed, one might say that the elements of a liturgical education are present in our curricula. What seems to be missing is a synthesis of the elements, a skill in relating belief to prayer, in relating both to living. A class in liturgy should therefore be directed towards the formation of such a synthesis in the student's mind as much as towards the details of the Missal, or Gregorian chant. It may be a big problem in catechetics, but if we do not attempt it, much of our educational efforts will continue to lack fruition. Probably the problem in catechetics is being met to some degree, by the increasing age-level of those who graduate from the Catholic school system.

The parts of the students and the priest can be dealt with, briefly. The defense of education is that teachers and parents can influence the young, that there is a conditioning which leaves the will free. Our students may not turn out what we try to make them, but it is the conviction that, on the other hand, they may which is the perennial solace of teachers. The place of the priest in liturgical education in the school as elsewhere is central. If he is not interested, as a rule, no useful beginning can be made.

### **Extend and Intensify Participation**

Finally, a word on accommodation. Where school and parish are not under one management, the student may find divergence of emphasis and practice, save in so far as ecclesiastical law procures conformity. When the student grows up, the school has no control over his movements. For these reasons any school influence savoring of liturgical snobbery should be avoided like the plague. It should be inculcated that the school is attempting to extend and intensify participation rather than introduce something wholly novel. It may be true that Sunday congregations are lacking in evidence of attention and devotion. It is an over-statement to say there is no participation in the liturgy in such-and-such a parish, or that Catholics by-and-large are not interested in the liturgy. Even physical presence at Mass when it is due to an act of free-will is a degree of participation: so is the worthy if reluctant reception of the sacraments at Easter,

The accommodation of the liturgically well-trained to life with the not-so-well-trained does not imply a placid acceptance of poor liturgical living. It implies, rather, an admission that there is only one Church, with one liturgy. It is easy to fail against truth and charity and to defeat the ends of vitalizing forces by an understatement of the value to the Church of one whom, for convenience we shall call "the average Catholic." But Monsignor Knox, in a wider context, has written a great book about that.

### Scott's Women Characters

(Continued from page 168)

that he has chosen this method of presenting his *dramatis* personae to the reader, contributes not a little to the sense of deepening and increasing intimacy with other men and women which comes from study of the Waverly Novels.

The purest maiden may lay a wreath in hallowed

Dryburg on the tomb of Walter Scott, secure that she is honoring the memory of one whose magic power awakened many high passions, kindled in cold, modern breasts the chivalric fires of a forgotten time, but never allowed one ray of his genius to illumine the shrine of unholy love.

# Teacher to Teacher-In Brief

### **OPERATION: STUDENT FAILURES**

dealt chers is a lents

it is which oriest cenning

l and

may

o far

e stu-

nove-

oring

ague.

ng to

oduce

con-

d de-

artici-

r that

urgy.

in act

orthy

ned to

placid

er, an

litur-

nd to

ement

nience

signor

about

she is

awak-

reasts

llowed

unholy

By Brother A. Lawrence, F.S.C., Bishop Loughlin High School, Brooklyn 5, N. Y.

On an accompanying page is reproduced an "interview report" which we use effectively in our school. Under the headings, Effort, Discipline, and Attitudes, provision is made for quick checking of those things which account for a pupil's lack of success. As a reminder to parents, we plan to add to the items under Effort, "Advisable for parents to inspect all homework assignments regularly"; and under Discipline, "Prompt parental inspection of regular report card is a necessity." In addition to being a time-saver, the report also insures greater completeness through its itemization.

### Procedure for Use of Interview Report

- 1. Subject teacher in the area of the student's failure checks off the reasons for the failure.
- 2. Reports are then filed with the principal or guidance counselor.
- 3. The principal, the guidance teacher, and the teacher have access to these reports should the parents request an interview.
- 4. A report may be mailed to the parents when a student fails an examination, or when a teacher notices a student falling behind in his work.
- 5. Copies of the report form may be distributed at a P.T.A. meeting for discussion purposes.
- 6. School authorities may invite the parents for an interview to discuss the weaknesses of the pupil as indicated by one or more teachers.

### Advantages of Using the Interview Report

- 1. It provides a direct method of citing reasons for his failure to a pupil, to his parents, and to the principal.
- 2. It tends to establish direct responsibility for the student's failure on the lack of parental supervision of the student outside of school hours, or on the student himself for his negligence during school hours.
- 3. It serves as a medium for teachers to check on their own professional success and it may suggest to them means of improvement.
- 4. It supplies a means of diagnosing the causes of a student's failure in order that remedies may be applied at the earliest opportunity.
- It directs the principal's attention to possible weaknesses to be corrected.

- When parents call at the school, by appointment or otherwise, the principal has the interview reports available in his file.
- 7. Items checked on the interview report help the principal conduct meaningful interviews with parents, particularly in large schools where it is not always possible for parents and teachers to meet.
- 8. The guidance counselor has access to the interview reports whenever he conducts guidance interviews.
- Data compiled from the reports will supply significant agenda for discussion at faculty and P.T.A. meetings.
- 10. Information from the reports may be included on the student's cumulative record.
- 11. Reference may be made to the reports when letters of recommendation for college, military service, or future employment are requested.

(See page 172 for the Interview Report.)

### MAKE YOUR FRESHMEN ENJOY POETRY

By Sister Rosaria, O.P., St. John High School, North Cambridge 40, Mass.

The bugbear of most English teachers in our high schools today is the hostile attitude of our young people toward the study of poetry. It takes the form of a smoke screen which is immediately set up at the very mention of the subject to be introduced. Nothing need be said; but the atmosphere becomes charged with an almost irresistible force bearing down upon its hapless victim.

### **Courage and Insight Needed**

To withstand this invisible pressure heroic courage and insight is required. How penetrate this barrier so definitely thrown up against any insidious attempt to invade that inner sanctum of a nourished prejudice against poetry?

Here is indeed a problem which calls for resourcefulness on the part of the alert teacher. It is not easy to carry on enthusiastically before the hostile stare, or what is perhaps more upsetting, the languid and indifferent, often apathetic, attention of a class, predetermined not to like a subject. Perhaps it is the greatest test of a true teacher, if she emerges the victor.

### **Inimical Attitude Traced to Source**

The cause of this inimical attitude toward the study (Continued on page 173)

MIIX

r, 1953

### INTERVIEW REPORT

	***************************************			
				DATE
SUBJECT	FAILED		TEACHER OF SUBJECT	T
CHECK	[ ] COURSE IS DIFFICULT BUT I	HE IS WORKING FAITHFULLY	. [ ] CAN MASTER	SUBJECT ONLY IF HE IS WILLING TO MAKE TH
	NECESSARY EFFORT.  [ ] HE IS HAVING SOME DIFFI	ICULTY BUT IT SHOULD PROY	VE BUT TEMPORARY.	
	[ ] FAILS TO SUBMIT ASSIGNM	MENTS REGULARLY. [ ] CHI	ECKED FOR COPYING	ASSIGNMENTS.
	TO STUDY AND THORE	F DAILY ASSIGNMENTS. [ ] OUGHLY MASTER MATERIAL	ASSIGNED.	THAT WRITTEN WORK IS GIVEN AS A REMINDE
	[ ] WHEN HE FAILS TO UNDER	ERSTAND MATERIAL TAUGHT,	HE NEGLECTS TO AS	SK QUESTIONS OR SEEK HELP FROM TEACHER.
	[ ] GIVES UP WHEN HE ENCO			SSIGNMENT JUST TO GET IT FINISHED. HE NEGLEC
	TO DO ANY REAL STUD	DY AND TELLS HIS PARENTS I	HE HAS HIS HOMEWO	ORK COMPLETED IN SCHOOL.
	AND DEPENDS ON LAS	ST MINUTE "CRAMMING" TO	PASS EXAMINATION	
	[ ] NEEDS PARENTAL SUPERVIS	SION OF HOME STUDY PROC	GRAM. TO OBTAIN SA	ATISFACTORY GRADES, HE SHOULD SPEND AN HOL ADIO, TELEVISION, TELEPHONE OR OTHER DISTRA
	TIONS). HE SHOULD A			COLLEGE GRADES CANNOT BE ATTAINED OTHER
	WISE.  I LACKS ORDER AND SYSTEM	A IN HIS WORK AND METHO	D OF STUDY. [ ] F	AILS TO COPY ASSIGNMENTS IN HOMEWORK NO
	BOOK.			
	[ ] COMES TO CLASS WITHOUTHEM.	JT PEN, NOTEBOOK, OR OTH	ER NECESSARY EQUIP	PMENT. DISTURBS OTHERS BY BORROWING FRO
	[ ] TAKES HOME ONLY ONE A			The state of the s
	[ ] LETS ASSIGNMENTS GO UN'		MAKES HALF-HEARTED	DEFFORT AND SUBMITS INCOMPLETE ASSIGNMEN
	[ ] EXAMINATION PAPER UNT	TIDY, CARELESSLY WRITTEN O		
	[ ] DAILY WORK UNTIDY, CAI			4
	[ ] FREQUENTLY ABSENT. [			ASSIGNMENTS.  ] MAY BE TOO EASILY LED BY OTHERS.
	[ ] OBVIOUSLY TOO TIRED DU	URING SCHOOL DAY TO PUT	FORTH BEST EFFORT.	(LATE HOURS, TOO MANY PARTIES, DANCES, OV
		, AFTER SCHOOL OR NIGHT-		MUCH TELEVISION, OR POSSIBLY TOO MUCH FE
	STEADY COMPANY IS	PREMATURE AND A DANGER	ROUS DISTRACTION AT	T THE ADOLESCENT AGEI
	[ ] INDOLENT. WORKS ONLY [ ] INATTENTIVE IN CLASS.			JV ATIRIS.
	FREQUENTLY REQUIRES DIS	SCIPLINARY ACTION. (TALKA		LDISH AT TIMES, DISTRACTS AND DISTURBS OT
		HOW OFF AND BE "WISE.")	PER SCHOOL ATTIRE	[ ] SOMETIMES CARELESS OF PERSONAL HYGI
	AND APPEARANCE.			• • • • • • • • • • • • • • • • • • • •
		ATURE—SOMETIMES DEFIES SO N HIM. [ ] SOMETIMES DIS		S, RESENTS CORRECTION AND EFFORT OF SCHO
	[ ] ADVISABLE FOR PARENTS	S TO CHECK ON HIS OUTS	SIDE WORK, SOCIAL A	ACTIVITIES, AND COMPANIONSHIP. UNWHOLESC
	READING CAN UNDER	MINE THE MORALS AND POIS	ON THE MIND OF YO	OUTH. (MANY COMIC BOOKS, CHEAP NOVELS, P MOVIES ARE UNFIT FOR CHRISTIAN EYES AND
	OCCASION OF SIN.)			
	[ ] SHOULD BE CHECKED TO	SEE THAT HE ASSOCIATES	WITH BOYS STILL IN	I SCHOOL, RATHER THAN PREMATURELY MINGLI IMPROVING HIS CHARACTER, MORALS AND IDE
	[ ] REASON FOR STUDENT WO	ORKING AFTER SCHOOL SHOUL	LD BE CAREFULLY REV	IEWED BY PARENTS. TOO MUCH SPENDING MOI
				"HIGH SCHOOL PLAYBOY", SELFISHLY CONCERS NEGLECT OF HIS SCHOOL AND FAMILY DUTIES.
	[ ] ADVISABLE TO CHECK OF	N RELIGIOUS DUTIES: SUNDA	AY MASS AND COM	MUNION, USE OF MISSAL AT MASS, FIRST FRI
	COMMUNION, REGULA	ARLY CARRYING ROSARY, AT	TENDANCE AT PARIS	SH DEVOTIONS, STUDY OF RELIGION, SAYING OKS, CATHOLIC PUBLICATIONS IN THE HOME,
	[ ] FAILS TO REALIZE THAT :	STUDY COMES BEFORE PLEAS	SURE. RECREATION	AND PLEASURE IN CHRISTIAN MODERATION SE
	AS A REWARD FOR T	THE PERFORMANCE OF DUTY.	. CHARACTER AND	SELF-DISCIPLINE WILL DEVELOP IN YOUTH IF I ERS CAN DO NOTHING WITH A STUDENT WHO
	ALLOWED TO ROAM	THE STREETS ALL NIGHT AND	D NEGLECT HIS DUTY	OF HOME STUDY.)
	I ) SEEMS TO BE INDIFFEREN	T TO SUCCESS OR FAILURE	IN SCHOOL WORK.	[ ] JUST AIMS TO "GET BY" IF HE CAN DO
	WITHOUT MUCH EFFO			
	[ ] GENTLEMANLY AND RESPI	ECTFUL WITH TEACHERS AND	COMPANIONS. [ ]	] SHOWS EXCELLENT HOME TRAINING AT ALL TI
		ER WORK BUT LACKS DETERMIN		T. MUST BE TRAINED TO DEVELOP A SENSE OF MO
	[ ] NOT RESPONSIVE IN CLA	ASS. [ ] FAILS TO PARTICI		
	[ ] LACKING IN LOYALTY TO	O HIS SCHOOL. [ ] LACKS	S INTEREST IN RELIG	GIOUS, CULTURAL OR ATHLETIC ACTIVITIES OF
	[ ] LACKS PRIDE IN UPHOLD	DING REPUTATION OF CATHO	OLIC SCHOOL, TEACH	IERS, PARENTS AND FELLOW STUDENTS.
	MANNERS AND DRESS AR HAS INDICATED BY SIGN			"HOODLUM" AND "ZOOT SUIT" ELEMENT.
	[ ] HAS MADE IT KNOWN 1	THAT HE WANTS TO ATTEN		L. [ ] WISHES TO FOLLOW A DIFFERENT COL
	[ ] PREFERS TO GO		SACRIFICES MADE	TO PROVIDE HIM WITH A CATHOLIC EDUCATI
	[ ] EVIDENCES GOOD INTENT	ITIONS AT TIMES BUT MAY L	LACK THE STRENGTH	OF CHARACTER TO CARRY THEM OUT.
				WHICH INTERFERE WITH STUDY. HE BRINGS HOME A POOR REPORT CARD AND
				E ATTEMPTING TO ADJUST HIM.
OTHER	R REMARKS OR RECOMMENDATION	NS:		
**********			, co.s	***************************************
***************************************		***************************************	******************************	***************************************
INTER	VIEWED BY		DATE	

### Make Your Freshmen Enjoy Poetry

(Continued from page 171)

of poetry can, too often, be traced to two sources. It is regrettable that children in the elementary grades have been given stanzas, and even whole poems, to memorize as a punishment for misdemeanors in the classroom, or for some violation of rules. This association of poems with punishment in the mind of a child does not create a love for the former, according to the rules of psychology. Furthermore, such associations have a way of persisting over a long period of time.

### Relegating Poem to Rote

5.....

NDER

LECTS

CLASS

HOUR

TRAC

THER-

NOTE.

FROM

LENTS.

OVER-

FREE-

OTHER

GIENE

CHOOL

ESOME

D AN

IGLING

DEALS.

MONEY

FRIDAY

NG OF

E, ETC. SERVE

VHO IS

DO SO

MORAL

OF THE

COURSE.

ND NE

...195.... r, 1953 A second reason offered for our children's distaste for poetry is the memorization of certain poems for homework (under threat of after school punishment) because these certain poems are included in the diocesan curriculum for such and such a grade. Such memorization becomes a mechanical task. Lines are committed to memory by rote; words are important only in so far as they fill out lines. The memorized poem is then generally recited in class individually or written in silence, as a sort of check-up. The central thought of the whole poem, or the imagery produced, or the beauty of the diction is passed over in the pressing need to accomplish all that the curriculum demands of said grade, in English. The result is quite obvious. Any pleasure produced by the enjoyment of the poem is lost.

### First Aim Enjoyment

Reading for enjoyment, then, becomes the aim to which the high school English teacher must direct all her efforts. She will do well to chose for an introductory selection, a poem which she knows she can read well, one in which the central thought is familiar to all in the class, and which presents a certain amount of imagery. "Autumn" by Emily Dickinson lends itself nicely in these respects for a Freshman group. It is short; it is vivid in its imagery; and it has a delightful ending, which must be read effectively for the proper interpretation.

### AUTUMN

The morns are meeker than they were,

The nuts are getting brown;

The berry's cheek is plumper,

The rose is out of town.

The maple wears a gayer scarf,

The field a scarlet gown,

Lest I should be old-fashioned,

I'll put a trinket on.

### **Pupils Paraphrase Thought**

One will always find in any class, several pupils who will volunteer to interpret selected excerpts such as "the berry's cheek is plumper" or "the maple wears a gayer scarf." This gives an opportunity to paraphrase the thought and to compare results as to the pleasure produced. Here, too, is a chance to introduce the idea of comparison in preparation for the teaching of the figures

of speech. However, it is not wise to dwell on the technique or the structure of the poem, since the first aim should be to point out the enjoyment to be found in poetry.

One has a chance to digress for a few minutes, by a discussion of other aspects of autumn which Emily Dickinson might have mentioned, but simply implies. This, of course, is one of the most distinguishing characteristics of this poetess, her conciseness—her ability to say so much in so few words. Any intimate information that the teacher is able to give about the poet's work or life will help to stimulate interest in the poem, and, surprisingly enough, will be remembered by the majority of the class when one takes another poem, later, by the same poet.

Much of the prejudice against poetry can thus be overcome by such informal discussion, in which the "die-hard" members of the class see even their "cronies" taking part.

### **Choral Speaking Method**

The next step is to have the class read the poem aloud. At once a difficulty arises. At the mere mention of recitation, the boys will tend to disappear unless reassured that there will be no individual reading. Even girls are ill-at-ease if called upon to recite alone. The first aim—to show the class the enjoyment to be derived from a study of poetry—is thus frustrated.

The best way to handle the situation is by the choral speaking method. This presupposes that one has divided the class into light, medium, and dark voices. The choric reading procedure is by far the best way to encourage teen-agers to "let themselves go." Submerged in the group, they will often surprise the teacher by their keen interpretation, and the color of their tones and intonations, an accomplishment which would have been entirely lost through self-consciousness, if they had been asked to read alone.

Under no circumstances should the pupils imitate the teacher, but they should be instructed to put their interpretation of the passage into the inflection of their voices. Complimenting any one of the three groups will work wonders in bringing up the others, when the poem is repeated.

### **Delightful Exercises**

This dividing of the poem among the choral speaking groups has two other advantages. It gives the groups "at rest" a chance to hear the stanza recited aloud, which of course is the proper procedure for poetry. Furthermore, the stanza recited by the light voices, for example, is committed to memory without the drudgery of modernization. This both surprises and pleases the pupils, and often groups vie with one another as to which will be the first to be able to discard the book, and recite with eyes upon the teacher.

When poetry is treated as a delightful, pleasant exercise, the pupils will soon abandon that belligerent attitude which warned the teacher, she could not win; or

that lethargic indifference which was meant to wear her down. And the poetry hour becomes an interesting, creative, enjoyable period to which pupils and teacher alike look forward.

### ADMINISTERING A SCHOOL EFFECTIVELY

By Sister Joseph Marian, O.S.U., Maple Mount, Kentucky

WITHOUT DOUBT there are many reasons why some high school principals do not administer their schools effectively, and these reasons form a whole category under the headings mental, moral, physical. Some are beyond the correction of the principal while others are not. Many times the failure is a combination of many reasons. Herein we do not pretend to mention all the reasons but simply to mention what the writer considers some of the more common ones.

We might make it very brief and say that a principal fails simply because he does not have the qualities of a good principal. But that is too much like saying that a man is dead because he is not alive. Naturally, a good principal must be able to apply to education the principles and practices of organization and administration; but this is quite a statement which necessitates quite a long list of desirable qualities.

### Imbued with Idea of Service

Somewhere, I have read that a good teacher loses herself in her work in order that her students might find themselves. This same principle can be applied to the principal, and along with pupils we add teachers. No matter how much general scholarship a principal has, no matter what his physical and mental health, his school and his administration are going to be no better unless he is imbued with the idea of service, unless he is willing to sacrifice his personal comfort, time, and effort for the good of the school. There is not room in a principal's body for a single lazy bone. He should not seek evasions, always asking himself how he can limit the activities of the school in order to cut down on personal duties and responsibilities, but should rather seek ways that he can better carry out the educational principles of this school. He should keep constantly before his mind the question of how he can best carry out the school's philosophy.

### Knows Ends and Means to Them

And this is a point. What about the school philosophy? Does he have one really? Some principals fail because they do not seem to know where they, and therefore the whole administration are going. All the energy, buoyancy, and enthusiasm in the world—these qualities are necessary—will not help a principal to arrive at a given point if he has set out in another direction. He must

know, not only what ends are desired, but what means are necessary to attain them.

### **Humility Needed**

Many principals fail because they are afraid of responsibility—afraid because they do not want to be the butt of criticism. Here, I suppose we would say the needed trait is humility. A principal knows the public is critical of innovations and consequently he attempts nothing even though his better judgment tells him he should forge ahead for the good of the school,

Someone has said that the marks of a man are measured by the height of his aspirations, the breadth of his sympathies, and the depth of his convictions. This means that the principal should have a missionary spirit. And if I should bring the example to bear on my own religious community, I should say an Ursuline should have the spirit of St. Angela. You have your own to draw on.

### Who Can Stimulate

Could we not say that some principals fail because of a lack of tact, patience, fairness, sympathy, devotion to the highest principles? I think so. Some, too, are too reluctant to relinquish authority. But we must not close this discussion without the all-important, if over-worked, point of personality. To be successful, the principal must have a personality that is able to draw rather than to repel, one that is not only interested in a broad sense, but one that can stimulate interest.

### BEYOND THE MOON-A Story to Retell

By Sister M. St. Francis, S.S.J., 55 Greig Street, Rochester, N. Y.

RONALD WAS ALL READY to step into the plane. He had looked to his gas and oil. His new invention had been gone over carefully. He had inspected the plane and all its instruments once more. All was ready for the great flight. He intended to go alone. He had said nothing about it to anyone.

"They'll think I'm just bragging," he said to himself. "I'll tell them all about it when I come back; if I do come back."

### Ronald Ready for Take-off

Ronald knew this would be a dangerous flight. As he stood there, ready to take off, all his life seemed to float before him like a moving picture run at high speed.

He saw himself, a little boy, at St. Michael's where Sister James had told him that if he wanted to be a scientist, he would have to learn to spell, for pilots and scientists had to know how to spell so many hard words. She had said, too, that people who never did anything they did not like to do, just did not go to heaven. He had worked harder after that, and when high school

Ne

days had passed, he was one of the scholarship boys who went on to St. Peter's College.

### **Would Fly to Test His Inventions**

ans

re-

the

the

cis

ipts

he

iea-

his

ans

And

re-

bluc

1 to

e of

n to

too

ked,

nust

n to

ense,

treet,

had

been

d all

reat

hing

nself.

I do

t. As

ed to

peed.

vhere

be a

s and

ords.

thing

a. He

chool

1953

Again he had worked hard, and, since his record was so good, the Atlas Airplane Company had offered him a position. Ronald had worked in the part of the plant where the experiments went on. That means that they tried out new instruments and new ways of flying. Sometimes these worked and sometimes they did not. Ronald learned to fly, so that sometimes after he had invented some new part for a plane, he would fly the plane himself to see how his invention worked. He never forgot to say a prayer as he stepped into the plane, to ask God's protection.

The thing Ronald thought most about was how high can a man fly? He had made several new instruments for helping a flyer to breathe at high altitudes and for keeping him from being cold.

### **Getting to Be a Scientist**

Ronald was getting to be a scientist, you see. A scientist is a man or woman who knows a great deal about the things God has made. That is why it is so silly for a man to call himself a scientist and then say he does not believe in God. It is like saying that there is no such man as Henry Ford, while he is riding around in one of his own cars. Really great scientists, like Marconi who invented the radio, have more faith in God than ordinary people.

Ronald knew all this. He was anxious to know more about things, so that he would know more about God.

It seemed to him that if he could fly, even once, above the earth, where no man had ever flown before, he would learn a great deal about God. So he kept working at his inventions and on each flight managed to go a little higher and come back safely. Still, he said to himself that he was only flying in the earth's back yard. What was it like out there beyond the moon; out near that big red star that hung like a Japanese lantern in the sky?

### Up Where He Had Always Wanted to Go

And now, this morning, he would try out his newest invention. He felt certain that it would take him up, up, where he had always wanted to go.

He made the Sign of the Cross, said his short prayer, and stepped into the plane. He lifted the plane from the ground and began to climb right away. Soon he was above the clouds, a floor of pink cloud sliding swiftly under him as the sun rose. He leveled for awhile, then began to climb again. The sun shone on his silver plane and it gleamed like a sword.

Up and up he climbed, as a lark does when it sings. There were higher banks of clouds now, but above them, just the clear blue again. It was a perfect day for flying. He climbed steadily, watching his instruments carefully. He was almost as high now as any man had ever been.

Up. Up. He was up now where no man had ever been before. He felt prickly all over from the thrill of it. He felt rather frightened, too, because he had no idea what would happen from here on. What would the atmosphere be like? How would it affect him? How would the plane and the instruments behave?

### Mile After Mile He Climbed

He was really out of the earth's back yard now. Mile after mile he climbed. The new invention was working as he had thought it would. He could breathe without difficulty and he was not cold inside his furs.

Still up and up. He felt very happy. Here he was, flying where no man had ever flown before. Then suddenly, the motors stopped working. His heart leaped and stood still.

"Dear God, hold onto me," he prayed. "I don't know what's happening."

He waited for the plane to drop. But it didn't drop. It began to soar upward much faster than before, only, he thought, it was more like *falling* upward, if you can imagine that. It didn't soar straight, but off to one side and then the other, as a bird sometimes flies.

"I must be falling through space," he thought. "But why doesn't the plane burn up?"

Planes do burn up, of course, when they're falling so fast through space.

#### **Looked at His Instruments**

He looked at the instruments, one after the other. Not one was working. Another strange thing was that, since the motor had stopped, it was no longer daylight. He was flying through the darkness now.

Then he noticed a kind of glow, like a bonfire in the dark, far off. He stared at it. It came closer. Then it came right into the plane, into the cockpit where he sat helplessly holding the stick. It dazzled him a little. He blinked. When he looked again, there was a wonderful young man, about his own age, sitting in the other seat, looking at him and smiling.

"You must be an angel," said Ronald, wonderingly. "Am I dead?"

The angel smiled again.

"You're not dead," he said. "I came to take care of you. Or rather, I didn't come. I've always taken care of you, ever since you were born."

"Oh! You're my Guardian Angel!" said Ronald delightedly. "How wonderful that now I can see you."

"I don't really look like this," returned the angel, "but I have to appear this way or you wouldn't be able to see me at all."

### "Where Am 1?"

"Where am I?" asked Ronald, no longer afraid, now that he could see his angel.

"You're falling through space," said the angel. "You passed the moon some time ago."

"Passed the moon!" exclaimed Ronald.

"Yes," said the angel, looking amused at his excite-

ment. "You were going too fast to notice it."

"Why isn't the plane burning up?" queried Ronald.

"That's a little present God is giving you, like seeing me here. It's because you've always said your prayers."

"Oh!" said Ronald thoughtfully. He was thinking about the day when he went to school without saying his morning prayers.

"Are we going any place special?" he asked. He was now enjoying this swift flight through the darkness as he had never enjoyed anything.

"We're going back home now. Notice how different the stars look from up here? There's the earth. See the little one, away off? And there's the moon." He pointed to a very small dim star very far away.

### **Never Imagined Such a Sight**

The nearer stars, Ronald noticed, were shining and twinkling in all the colors of the rainbow. He had never imagined such a sight. He could see whirling rings of colored fire around some of them. It was better than a dozen Fourth of July celebrations, all of them rolled into one.

As he looked, he heard a voice, rather faint, saying, "Ronald!"

"I wonder who that is," he said. It was not the angel. He did not seem to have heard it.

### Call Was Louder

On they sailed, swiftly as ever. He watched the stars drift by. Again came the call, "Ronald!" It was louder this time! Still the angel made no sign that he had heard. On they flew.

"Ronald!" came the voice again. This time, Ronald recognized the voice. It was his mother's voice. He opened one eye. She was standing in the doorway.

"Are you ever going to get up?" she asked. "This is the third time I've called you. And what are you doing half out of bed? You'll break your neck. Get up this minute!" She closed the door.

Ronald discovered that he was halfway out of bed, hanging head downward, with his hair brushing the floor.

### "Shucks"

"Shucks!" he muttered.

He closed his eyes and hung for a few minutes.

Since he was nearly on the floor, he thought he might as well go the rest of the way, so he slid down and rolled under the bed, rolling himself up in the sheet as he went, so that when he made a landing on the other side, he looked like one of those cocoons the caterpillars spin around themselves.

"Shucks!" said the cocoon.

He rolled back, unrolling the sheet as he went. He picked up the sheet and laid it on the bed. He stretched.

"Shucks!" he said for the third time. "Just a dream. But a good old dream at that."

He stood staring out the window for a minute, "I guess Sister's right. I'll have to study that old spelling harder or this dream won't come true."

He flopped onto his knees to say his morning prayers.





Reading for Life Series. William R. Wood, general editor. Looking Ahead. By Frank F. Bright (J. B. Lippincott Co.; pages v, 509); On Our Own. By William R. Wood (J. B. Lippincott Co.; pages v, 511)

ald

his you up

the

ight

and

t as

ther

lars

hed.

am

lling

vers.

All educators of to-day are keenly aware of the competition presented by television, movies and radio. Particularly conscious of this rivalry to their best interests are teachers of English. To assist them in their efforts to meet this competition and rivalry, the authors offer *Reading for Life Series*, a collection of reading anthologies.

Both books of this series contain articles, stories and poems that have been well tested by classroom experience for their literary craftsmanship and their inspirational value. The selections included were chosen for their interest to the typical student, their potentialities for enlarging the living experiences of their readers and developing correct attitudes and habits of reading, and for their contribution to the authors' overall pattern.

Arranged in six units, each having a common center of interest, these anthologies offer helpful suggestions for both student and teacher. To assist the teacher, introductions to units and selections are designed to arouse the curiosity and interest of the pupils. At the end of each selection, questions are proposed to provoke thought and discussion and encourage necessary rereading. Forty-eight pages of objective tests provide copious material for pupil and teacher in testing reading ability and comprehension.

Looking Ahead, by Frank F. Bright, the first book of the series, can give young readers a vicarious experience. The titles of its units: Animal Kingdom, Growing Up, In the Spirit of Adventure, Looking Beyond, Challenge and Sympathetic

Imagination suggest the typical experiences. A few of the authors' names, whose writings are included —Don Marquis, Rachel Field, Mark Twain, Stephen Vincent Benét, Cornelia Meigs, Albert Payson Terhune and John Steinbeck—reveal the nature of its contents.

The second book, On Your Own, by the editor, himself, offers selections depicting character, adventure, action and emotion. These are embodied in the six units with the titles of Facing the Odds, Conquerors All, Understanding Others, Wildlife, Heroic Ventures and On Your Own. Some of the authors represented are Walter D. Edmonds, Rudyard Kipling, Jerome K. Jerome, Robert P. Tristam Coffin and Ernie Pyle.

Both authors and publisher are confident that the *Reading for Life Series* will prove to be valuable aids to educators in their crusade, among youth, for the popularity of the printed word.

SISTER M. EDMUND, R.S.M.

Stage of Fools, a novel of Sir Thomas More. By Charles A. Brady (E. P. Dutton and Co., 1953, pages 381; price \$3.95).

"From the hand of Him who loves her before she is, there issues like a little child that plays, with weeping and laughter, the simple soul." There had been more laughter than weeping in his life. This was Sir Thomas More, saint of God.

This is a good book, written as it is against the pompous Tudor background, because it pictures a saint fighting against a friend because of that friend's evil ways, and fighting to the death for his God.

The author tells his story well, of this career man whose work was hard and intelligent. A barrister at 23, More was named Chancellor at 51, the first commoner ever to attain this rank. His resignation followed three years later, to be followed by

his execution soon after, but not before he had given to those of his day, and us likewise, an example of royal courage that is at once fascinating, and appealing in its telling. Thomas More's best days were spent in that intimate circle we know as the family; and his first rule for them was "Obey God first." As the title of the book hints, one of his greatest characteristics was his wit. This helped endear him to all who met him. A family man with a genius for humor, yes, he could be all this and still a man as hard-boiled as they come when it came down to opposing even the King when the interests of Holy Mother Church were at stake.

High praise must attend the criticism of this historical novel. It is informative, it is refreshing to meet saints on the printed page, it is a salutary warning to all that God expects His children to meet their problems and obstacles, regardless of age or century, in grand, majestic, yes, even regal style.

(REV.) JOSEPH R. BERKMYRE

How to Be Creative with Words. By William J. Grace (Fordham University Press; pages 342)

This is a useful book not only for those who are dabbling amateurishly in the art of creative writing, but also for those who feel the need of a refresher course to help recall forgotten principles. In addition to a detailed treatment of the writing of both prose and poetry, there is a review of the criteria of literary criticism and an enlightening discussion of the complexity of Beauty.

The author encourages his readers to attempt writing, be their efforts ever so humble, because he maintains that everyone learns by making something, whether be it a garden, a chair, a story, or a poem. The combining of ideas in a written form has the tremendous psychological

(Continued on page 223)

Nevember, 1953

CATHOLIC EDUCATOR

177



# PANEL DISCUSSIONS and Addresses at CAVE\*

### MOTOR MISSIONS in the South

By His Excellency, Most Rev. Joseph H. Hodges, D.D., Auxiliary Bishop of Richmond, St. Mary's Church, 316 East Marshall St., Richmond 19, Va.

CATHOLICISM has been a part of the heritage of the South from its very beginnings. St. Augustine was founded under the aegis of Catholic Spain, August 28, 1565. Virginia soil, even before Jamestown in 1607, was watered with the blood of Iesuit martyrs who had come up from Florida to work among the Indians. Although the colonies along the eastern seaboard to the south were founded under the patronage of men who were communicants of the Church of England, there were always Catholics among the colonists. And then, these early traces of Catholicism were to all outward appearances obliterated like footprints on a wave-washed shore.



For many years the South was the stronghold of the Democratic Party, prohibition, and Protestantism. In this sense it was truly a "Solid South." Impervious to any outside influence, in the face of national change, it stood firm in its resistance to anything new. Far from the ports which were the gateway to America to the thousands of immigrants from a Catholic Europe, it remained singularly untouched by Catholicism which was becoming a force to reckon with in the large cities throughout the rest of the nation. Its agrarian population thinly scattered over wide areas contributed to this state of affairs. Its youth was

\*Continued from the October 1953 issue, and concluded herein.

leaving for the urban areas of the East. There was nothing here to draw settlers from other sections of the country.

#### Demands Forced Church to Grow

Then industry discovered the South. Men, ideas, and money began to flow southward in a great stream. Many of these men from the heavily urbanized sections of the North and East were Catholics. They overtaxed the limited educational facilities and the physical plant of the Church. She was forced to grow to meet these demands. In our Diocese of Richmond, for example, the Catholic population has increased from 40,000 in 1936 to 103,000 in 1953.

We are in the throes of a constantly expanding building program. The Church is gaining in strength, power, and influence on a sectional as well as on a state level. She is beginning to assume her rightful place in Christian leadership. Thus, the seed that was planted almost three centuries ago, only to lie asleep in the warm, dark earth has already begun slowly, gradually to stir in the ground, to break out of the prison of that earth. For a plentiful harvest it will take much tilling of the soil, nourishing, hard work. God's grace has the help of favorable instruments. Above all, there begins to be more, though yet insufficient, zealous manpower properly to implement divine

An all-out missionary effort is required. Each priest and Religious must not only meet the needs of the Catholic people, but must also reach out to the minds and hearts of the non-Catholics. Of course, this is necessary everywhere. It is especially essential in the South where the needs are so great, the obstacles so challenging, and the opportunities so rich. This is the age of the layman, the age of organized Catholic Action more than ever in the history of the Church. Above all, the layman of the South must come into his own.

### Church Has Not Stood Still

The Church has not stood still. Blocked by prejudice, false information, social custom, the non-Catholic would not seek the rectory doors. An outdoor apostolate must go out to him. This apostolate has taken various forms; simply standing on a street corner, a portable pulpit, or the more pretentious complex mobile unit.

It was in Tennessee that the Paulists pioneered in this particular form of the apostolate. The Diocese of Richmond entered the field in 1939. The Diocese of Raleigh followed suit in 1948; the same year we put another trailer on the road. The Dominicans have operated

(Continued on page 180)

# The Baltimore Catechism, Lesson by Lesson, In Color and Sound

THE

# ST. JOHN'S CATECHISM



# A SOUND FILMSTRIP SERIES

Produced by St. John's University, Brooklyn, New York. New, but already used in more than 1000 Catholic schools!

### INE CKEEL

Each unit consists of one 35mm. Eastman color filmstrip (60 frames), one R.C.A. unbreakable vinylite 78 r.p.m. record and one complete lesson plan printed on the back of the record sleeve.

### **KEYED TO THE BALTIMORE CATECHISM**

	GOD Balt. Catechism Lesson Covered
Unit	1 God and His Perfections 2
	2 The Most Blessed Trinity 3
	CREATION
Unit	3 The Creation of the Angels 4
	4 The Creation and Fall of
	Man 5
	REDEMPTION
Unit	5 The Incarnation 7
Unit	6 The Redemption 8
	SANCTIFICATION
Unit	7 The Holy Ghost and
	Grace 9-10
Unit	8 The Church
	UNION
Unit	9 In Time—The Communion
	of Saints 13
Unit 1	0 In Eternity-Life Everlasting 14
10 unit	ts on Sacraments now in production

### Produced by Experts

- Directed by Catholic craftsmen from the television industry.
- Acted by the Catholic Actors Guild of America.
- Pictured by professional Catholic artists.
- A Catholic Quality Production at a cost of \$50,000.

Please send me without cost or ob-

ligation complete information on

the sound filmstrips and the Pre-

FREE 30 day trial of any or all units.

Name ......

Address ......

City..... Zone.... State.....

View Plan.

# Planned by Experts

- Written by an author-priest who is a professional educator.
- Checked by an Advisory Board of fifteen Catholic educators.
- Tested by children in the classroom for three months.
- A Catholic Quality Production after five years of research.

### Purchase Plan

\$10 PER UNIT The price of \$10 for each colored filmstrip with record and organized lesson plan is well below the price of comparable material. Shop around and compare quality and price. You will find this the best buy in the entire field. Materials sent on 30-day free preview. Installment payments may be arranged.

The Declan X. McMullen Company, Inc. - Distributor
22 PARK PLACE, NEW YORK 7, N. Y.

November, 1953

CATHOLIC EDUCATOR

179

try.

and

the imthe ids.

000

ild-

ver.

vel.

ree

rth nd

iful

ing,

ru-

rine

and

olic

arts

erv-

the

the

the

uth

uld

ust

ms:

, OT

this

ich-

eigh

ated

1953

throughout the South from their base in South Carolina. Other groups have used the chapel-on-wheels as a part of their effort in widely separated areas of the South.

Because a man speaks more eloquently and with more authority on the subject closest to his heart, I shall limit my remarks to our motor missions operated in the Diocese of Richmond. Laying aside any controversy as to the best methods, I shall give an outline of our program which is our way of meeting the challenge of the new South.

### Purpose of the Motor Chapels

1. To break down deep-seated prejudice which must be uprooted before the seed of Faith can grow.

To start non-Catholics on the road to conversion.
 To give comfort and support to isolated Catholics who find it difficult to practice their religion in adverse

To bring lax and fallen away Catholics back to faithful practice of their religion.

### Location

surroundings

For obvious reasons the work of the outdoor missions is limited to the long summer season of the South. However, preparations for the following year commence shortly after our return from the road. Never a trip through the diocese that we are not on the alert for a likely spot to bring the trailers. We manage to convey the idea, subtly of course, to the parish priests that having the trailers in their midst would prove a real asset. We are always amenable to the suggestions of lay people that we visit their community. We consult the pins on the map where the color signifies areas without churches or resident priests. We like to pioneer in sections we have not visited before. Every possibility presents a challenge. And we have never been disposed to ignore the slightest opportunity.

With the initial choice of a location our problems begin to multiply. In some towns there may be ordinances against the public use of loudspeakers. In which case it is necessary to secure police permission or permission from the city council. They may give this with the proviso that none of the neighbors object. It is often difficult to obtain school grounds or other public lands, being told that there is a separation of Church and State. More than once we have cast longing eyes at a lot, only to have the owner very politely refuse us its use, mainly because he is afraid of criticism. Sometimes the land is donated, sometimes we have to rent it. Refusal one year never precludes our trying to obtain it the next year and the year after that if we feel that it is a likely spot. Often permission is granted on subsequent requests. It is our policy not to force entry in the face of hostile public opinion. On one occasion we had rented a lot, made a deposit on it, and everything was arranged on Saturday. Sunday a local minister made an attempt from the pulpit to influence the people against our coming. On Monday when the trailer arrived, the woman refused to let us have the lot in spite of the fact that she had given her word and had our money in hand. However, the Blessed Mother was with us. After scouting around, we found a location in an adjoining town in the colored section. Seven men from this section had paid with their lives for the crime of rape a short time previously. Our motor chapel was well received and our stay resulted in two colored converts.

### Problem of Electric Power

Next comes the problem of convenient electric power. It is common these days, but not always where you need it. To operate efficiently, we are completely dependent upon electricity, so it is essential that we have a constant source which will be adequate to supply our requirements. An overload is the first thing a man thinks about when we are trying to convince him that he should let us cut in on his line. More than once we have had to talk fast and parry adroitly the counter-suggestions of the bystanders who always take an active part in this local battle of wits. For the benefit of those of you who are thinking, "Why don't you get your own meter?" there is the question of extra expense where every penny counts. Above all, there have been too many tense moments when a lineman fails to set up a connection and we arrive to find no connection and no meter. Unless you reach the man before he goes off duty—and he may be on the other side of the country—it means that you have no program that night.

### Jack-of-all-Trades

Movie projector, public address system, lights, and refrigeration operate on electricity. In keeping the trailer in action, you soon find that you must have a fund of knowledge that is not a part of seminary training. So you train yourself to be a jack-of-all-trades and find it not too difficult. Some general ideas about electricity are absolutely essential. If you have a power failure, from no matter what cause, your program comes to an untimely end, for you are no longer seen nor heard. To keep your audience from vanishing into the night, you must quickly find a blown fuse, a broken line, or it may be just that you have turned the wrong switch. You must learn not to overload your line, especially when the movie projector is on. On one occasion we thought we had turned off all the electricity preparatory to hooking up our line. It was only afterwards that we learned we had hooked up to a hot line. Only by the grace of God we had not touched bare wires.

### Location and Condition of Lot

When electricity is available, we still have to worry about the size, condition, and location of the lot. It must be large enough to accommodate the trailer, plus our forty chairs, plus a good number of cars which can be parked well within the range of our loudspeakers. It could be that a lot which seemed likely on first appearance, would prove to be a mud hole after a rain in which tow car and trailer would bog down. This would also frighten away most of our prospective audience.

It is important to find a spot at which the people are accustomed to gather. The circus chooses this place when it comes to town, or a carnival, or a revival. It is familiar to the people; they feel at home there. This would imply a place with adequate parking facilities adjacent to the lot itself, where people may pause for a few moments to satisfy their curiosity, and then either drive on or remain without being conspicuous. Another possibility is a spot in the center of a residential area where the people in spite of themselves hear what we have to say without moving from their porches and running the risk of associating themselves with a dubious enterprise. However, it is surprising how in some of the country districts, it is possible to set up the trailer at the crossroads with perhaps only a store and one house nearby and then watch one or two hundred people drive up each night. We have even parked next to Protestant churches and had very satisfactory audiences.

### Psychological Factor Used

There is a certain psychological factor which we must take into account by permitting and even encouraging people to sit in their own cars. It is more comfortable and they feel more at ease. There is a certain protective anonymity about sitting in a car; and they can observe (Continued on page 189)

# Catholic Uisual Education



A LISTING OF THE MOST COMPREHENSIVE

AND MOST VALUABLE

CATHOLIC AUDIO-VISUAL

MATERIALS AVAILABLE TO CATHOLIC SCHOOLS TODAY.



Full-Color Filmstrips
and
Vividly Dramatic Records

BASIC TO EVERY CATHOLIC SCHOOL PROGRAM

Catholic Visual Education, Ltd. Internationally Represented by



IN C. PULL CO

See the next seven pages for a complete listing.

November, 1953

181

1953

u

nly

our be

It ear-

nich also

are

hen iliar aply e lot satnain spot e in

hout

ever, s, it

peratch

have

must aging table ective serve

# FULL-COLOR FILMSTRIPS WITH RECORDS



Catholic Visual Education No. 6-1-1

# THE WAY, THE TRUTH AND THE LIFE

THE CREED In Three Lessons with Three 12" Records \$36

An examination of the Creed. Through the eyes of a modern family, the student is shown the wonderful world God created for us, and His wish for our greatest happiness. A little boy tries to interpret the Creed to his little sister during a picnic. Their father and mother take on symbolic

meaning. Belief in God and a simple Faith are shown as infinitely more powerful than any amount of psuedo reasoning by socalled intellectuals. The student is shown that Godless forces have more to fear from the prayers of a child than from any armed might arrayed against them.

filmstrips in FULL-COLOR

Catholic Visual Education No. 6-1-2

### THE WAY. THE TRUTH AND THE LIFE



GOD AND HIS PERFECTIONS In One Lesson with One 12" L.P. Record \$9

A dramatic explanation of God's attitude flash-back to early pioneer days when a towards us. His love is eternal goodness family learns these truths during the time and His perfections are seen through a of Indian trouble on a frontier settlement.

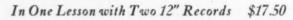
filmstrips in FULL-COLOR





Catholic Visual Education No. 34

# THE WONDER WORKER





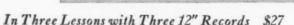
The life story of the greatest saint, from his birth to his death. At the age of five, Saint Anthony took the Vows of Chastity. He offered himself as a martyr in North learns the true meaning of humility and Africa. Through his pure holiness and absolute goodness, he performed miracles.

The Christ-Child appeared to him, and embraced him. Through studying Saint Anthony's road to sanctity, the student goodness.

filmstrips in FULL-COLOR

Catholic Visual Education No. 37

# THE STORY OF FATIMA



An authentic, documentary account of the several miraculous appearances of The Angel of Peace, and subsequently, Our Blessed Mother, before three children at Fatima during World War I. The children suffer persecution. But, through them, Our

Lady of Fatima emphasizes the world's need for Penance as a means of Peace. The student is taught how to acquire Grace through his devotion to the Immaculate Heart.

filmstrips in FULL-COLOR





CATHOLIC EDUCATOR



# THE FIFTEEN MYSTERIES OF THE ROSARY



In Three Lessons with Three 12" Records \$27

binds our mind and heart to the Virgin Lady.

A study of the Rosary. The significance of Mary. The student is taught that as he the fifteen mysteries is explained. The recites the words of the Rosary, and feels Rosary is shown as a magnetic force that their true meaning, he is united with Our

Filmstrips in FULL-COLOR

Catholic Visual Education No. 39



### THE BOY SAVIOUR

In Three Lessons with Three 12" Records \$27

An account of typical everyday life of the Christ Child. The story proves a parallel of a child's life today. Jesus is shown as a boy loved by His playmates, who are inspired to help their parents without greed before going out to play. Today's child is

taught not to expect money from a parent for just being good. He sees that Jesus played games like other boys, and celebrated His birthday as we do today. Jesus is seen as a model for today's child.

Filmstrips in FULL-COLOR



Catholic Visual Education No. 42

### LOVE GOD!

In Three Lessons with Three 12" Records \$27



The life of Saint Lucy Filippini, showing examples of how Love for God may be manifested in our daily lives. As a rich little girl, Lucy Filippini is inspired by an early love for God. She is absorbed by the Church, given opportunity to work for God. Lucy follows the footsteps of Jesus

into scenes of abject squalor. Her story shows that poverty and humble environment are not excuses for sin. The student is inspired with the truth that contentment and happiness lie wherever God's Presence is felt and acknowledged.

Filmstrips in FULL-COLOR

Catholic Visual Education No. 46

### SAINTS AND SANCTITY



In One Lesson with Two 12" Records \$17.50

An analysis of Sanctity. An examination of the inspiring qualities in certain people that elevated them to Sainthood. The student learns that sanctity is not just for

priests and nuns when he sees that many of the saints lived and died in other walks

Filmstrips in FULL-COLOR

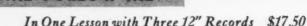


November, 1953

OR



# COME FOLLOW ME





This graphic story of St. Peter is a call for Priesthood. Arrested in Rome, Simon Peter is condemned to death for his Christian teachings. He has no fear of Death. As a priest, he is prepared for it. He has not lived for this world, but for All Eternity. His Goodness is shown as the absence of Evil, an inspiration to the student to abandon many earthly comforts and follow Our Lord as a priest.

filmstrips in FULL-COLOR

Catholic Visual Education No. 48

# OUR LADY OF PERPETUAL HELP

In One Lesson with 2-12" Records \$17.50

and the great Miracles wrought through world. With the words "To Jesus thru Our Lady of Perpetual Help. This is an Mary," it conveys a powerful implement inspiring devotion to Our Lady. Here can be depicted the power of the Blessed

The History behind the famous Picture Mother and Her desire to have a peaceful of prayer.

filmstrips in FULL-COLOR





Catholic Visual Education No. 53

# MOTHER SETON





The absorbing story of an American woman who was born a Protestant. Wealthy, of high society, she marries a ship-owner, and has children. A trip to Italy is surrounded by sorrow and disaster. Her misfortune brings her closer to God, and she becomes a Catholic, Returning to America with her wealth gone, she devotes herself to God's

Work. Through her efforts, schools and missions are built, and she founds the religious order of the Sisters of Charity. Mother Seton dies in poverty. A must for every American Catholic child, this lesson teaches that Compassion and Charity on Earth find rich reward in heaven. An excellent Convert unit.

filmstrips in FULL-COLOR

Catholic Visual Education No. 54

# THE MARTYRS OF THE UGANDA



In One Lesson with One 10" L.P. Record \$20

A dramatic account of the African negroes who were tortured to death because they had become Christian converts. It is the story of the White Fathers, missionaries, who inspired such Belief in Christ among

tribesmen, that many of these tribesmen died in the Name of Our Lord.

A graphic lesson to the student that there is nothing "sissy" about following in the footsteps of Christ.



CATHOLIC EDUCATOR

## OUR LADY OF MOUNT CARMEL



In One Lesson with 2-12" Records \$22.50

The story of Mary's Scapular. This account Carmel. Thereafter, they are devoted to goes back centuries before the coming of her, and wear her scapular. The student Christ. The Mother of God appears to a learns that he may protect himself against small band of holy men dwelling on Mount evil by wearing the scapular.

filmstrips in FULL-COLOR

Catholic Visual Education No. 60



## SAINT CHARLES BORROMEO

In One Lesson with One 10"L.P. Record

The biography of Charles Borromeo. Born to wealth, he gave it all to the poor. Clothing himself in Christ-like goodness, he devoted his life to bringing comfort to the poor, the needy, and the dying. At a time of peril for the Catholic Faith, he reformed its doctrines, and clarified their meaning. As a Cardinal, he is seen as a courageous figure carrying a wooden cross through a plague-ridden city. His story teaches humility.

filmstrips in FULL-COLOR



## **FILMSTRIPS**



Catholic Visual Education No. 1

## STATIONS OF THE CROSS

. . . . . \$5

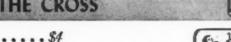


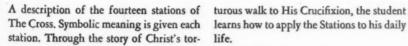
A pictorial reminder of Our Lord's suffer- student can be trained to understand the ing and death on the Cross. A prayer ac- significance of each Station before which companies each picture, through which the he stands in Church.

filmstrips in FULL-COLOR

Catholic Visual Education No. 1A

## WAY OF THE CROSS





learns how to apply the Stations to his daily life.

filmstrips in FULL-COLOR



November, 1953



## SEVEN SACRAMENTS





This unit contains a general explanation of the Seven Sacraments, from Baptism to Extreme Unction.

The Sacraments are seen as the pattern by

which God wants us to live. The student is shown that through his allegiance to the Sacraments, he gains Grace and becomes a true follower of Our Lord.

Filmstrips in FULL-COLOR

Catholic Visual Education No. 3-3A

## PRAYERS EVERY CHILD SHOULD KNOW



In Three Lessons \$12 THE SIGN OF THE CROSS (INTRODUCTION) THE OUR FATHER (PART I) THE OUR FATHER (PART II)

An acknowledgement of Belief in the Holy applying himself to the lessons. Trinity and Redemption, before and after show how He taught His followers the true meaning of prayer. A child is then shown

A parent explains the significance of the praying. Excerpts from the life of Christ Our Father to his children. Pictures illustrate the meaning of the words. Lesson manual included.

Filmstrips in FULL-COLOR



Catholic Visual Education No. 5

## HOLY SACRIFICE OF THE MASS



In Three Lessons \$18

the entire ceremony is clarified, the student Mass.

A study of the Holy Mass. The priest's ac- sees and learns how he can unite himself tions are explained. As the significance of with God through his devotion to the

Filmstrips in FULL-COLOR





## THE MEANING OF SACRIFICE, VESTMENTS, AND VESSELS-PART I

and vessels used at Mass. Simple captions dinal Spellman.

Full Color illustrations show and explain point out the feasts and seasons for each the history and significance of sacrifice, vestment color, and explain the use of each - color photographs of the vestments vessel. Bears imprimatur of Francis Car-

Filmstrips in FULL-COLOR

#### THE MASS—PART II \$12

A complete step-by-step visualization of the Mass. Actual close-up color photographs of the priest at the altar, with frequent illustrations of incidents in the Life of Christ which are commemorated at the Mass. Simple captions explain: the significance of each action; responses of the altar boy; participation of the faithful. Used as

a basic teaching tool in thousands of Catholic schools, also highly useful for Confraternity work, released time classes, and convert instruction. Suitable for all age groups. Brings a slow motion Mass right into the classroom. Bears imprimatur of Francis Cardinal Spellman.

Filmstrips in FULL-COLOR



CATHOLIC EDUCATOR



## VISUALIZED BIBLE HISTORY



In Ten Lessons \$28 No. 28 STORY OF ABRAHAM Two Parts \$6

Abraham, founder of the Hebrew nation, the first patriarch, is warned by God that the wicked cities of Sodom and Gomorrah

A Faith and Belief in God that never are to be destroyed, unless Abraham can find ten good people living in these cities. Later, God tests Abraham's faith when He tells Abraham to sacrifice his son Isaac.

Filmstrips in FULL-COLOR

## ISAAC AND REBECCA One Part \$3

A happy home is founded on a good love. Abraham, having grown old, and not wishing his son Isaac to marry any of the women who lived around them, sent a servant back to their old land, to find a

suitable wife for Isaac. The servant encounters Rebecca at a well, obtains her family's consent for her to marry Isaac. returns with her.

Filmstrips in FULL-COLOR



## No. 30 JACOB AND ESAU One Part



How one wrong leads to another.

Jacob tricks his brother Esau into bartering his, Esau's, birthright as first born son of

their father Isaac, Later, Jacob, by deception, obtain's his father's last Blessing. Esau, enraged, swears revenge. Jacob flees.

**Filmstrips in FULL-COLOR** 

#### JACOB AND RACHEL Two Parts \$6 No. 31

Conscience is the Voice of God.

Jacob's love for his cousin Rachel, his long years of waiting to marry her, his sorrow

for what he had done to his brother, and his repentance.

Filmstrips in FULL-COLOR \$12



## No. 32 STORY OF JOSEPH Four Parts \$12



The destructive power of jealousy and the Godliness of forgiveness.

Jacob's youngest son, Joseph, is sold into slavery by his eleven jealous brothers. In Egypt, Joseph's good looks attract attention. He rebuffs a woman who causes him to be jailed. In jail, he wins the keeper's favor. Throught his interpretation of dreams, Joseph slowly rises to great power in Egypt, and is attached to the king's househeld. Joseph anticipates a famine, fills Egypt's storehouses with grain. The famine spreads across the East.

Back in Chanaan, Jacob sends ten of his sons to Egypt to buy grain. The brothers come before Joseph who recognizes them.

Filmstrips in FULL-COLOR

Catholic Visual Education No. 4

## THE ALTAR BOY



....\$10

Step by step, the story of the Altar Boy is depicted; as he overcomes many temptations to neglect his duties, then goes through the ceremony of assisting at Holy Mass.

An appreciation of his responsibilities and his devotion to Christ is acquired. Teaches how to serve the Mass - and follows the approved texts.

Filmstrips in FULL-COLOR



November, 1953

## THE LIFE OF JESUS





A most impressive and inspiring visual presentation of 'The Greatest Story ever Told.' A beautifully clear, simple story of Our Lord's life, illustrated by photographs

of the renowned sculptural works of Matroianni. The manual for teaching, which is included, completes this excellent visual lesson. with

to u

by

and

the

are of l

we a b

der

ma

ene

hea Pe

> ke to pla

> > so th

> > hi

ar he

W

Catholic Visual Education No. 44

## THE FIRST CHRISTMAS

. . . . . \$5

Da Vinci, Rembrandt, Botticelli, El Greco, and a score of other great masters not immortalized, recreate the events surrounding the birth of Christ. Scenes are shown of the Annunciation, the Nativity, the Adora-

tion of the Child and the Madonna. The Lord becomes the inspiration of the great painters and sculptors of the Ages. A valuable teacher's manual, which rounds out this lesson, is included.





Catholic Visual Education No. 49

## PIUS XII AND HIS CHILDREN

. . . . . \$5



The story of the daily life of the Pope. Important daily scenes are depicted. Shown against the background of all the pomp and dignity of the Vatican, His Holiness is revealed as a true, humble vicar of Christ, with a special love for children. His prayer, composed by him, is contained in the story. An extremely desirable filmstrip,

giving insight into the Vatican, and offering an opportunity for the Catholic child to gain deeper understanding of the Holy Father, and to understand his own true role as a daily apostle. A story and lesson manual is included. Additional copies of the manuals for use by students are available at additional charge.

Catholic Visual Education

## HOME ALBUM SERIES

No. 1 THE FIFTEEN
MYSTERIES OF THE ROSARY \$

A dramatized study of the Rosary, including the story of Our Lady of Fatima.



AND RECORD

No. 2 PRAYER FOR PEACE \$5.50

A 'First Person' narrative as Saint Francis of Assisi compares today with his time, and recites his Prayer for Peace. The student is inspired to become an Instrument of God, taught to love where there is hate. Included in this unit is a dramatic story of one of St. Francis' great miracles.

## EDUCATIONAL PROJECTIONS, INC.

10 East 40 St., New York 16, N. Y.

Gentlemen

I wish to purchase the following:

	FULL-C	OLOR FILMSTRI	PS WITH RE	CORDS	
CVE No.	Price	CVE No.	Price	CVE No.	Price
					-
		FULL COLOR	FILMSTRIPS		
					-
		HOME ALBU	M SERIES		_
					_
Name	***************************************	*************************************	Position.	***************************************	
School		***************************************			***************************************
Address				***************************************	

188

CATHOLIC EDUCATOR

## MOTOR MISSIONS in the South

(Continued from page 180)

with no obligation to remain if they choose to leave. A very important factor, too, is that they feel no obligation to us. In fact we encourage this feeling of freedom by telling them to go and come as they please. Many a passerby has stopped along the road to listen to a few words and then proceeded on his own business, only to return

the next evening for the entire program.

les.

hich

offer-

child

Holy

true

esson

es of

vail-

8.50

ry

OK

1D

ORD

.50

npares

. The

ight to

amatic

ATOR

XIIM

Some of the things that tend to limit our effectiveness are drive-in theaters, carnivals, revivals, and the activities of harvest time. In one little town after our first program, the mayor and the owner of the drug store from whom we were getting our electric power, stopped by to ask us to tone down our public address system. It seems that we were interfering with a revival in progress in a church a block away. We had not even noticed the church hidden in a clump of trees. Each time the preacher stopped for breath, the congregation involuntarily tuned in on us. We complied very politely with their request for the remaining days of the week, leaving the speakers loud enough for our immediate neighbors. At the end of the revival the minister and the revivalist came by to express their appreciation for our thoughtfulness. With the revival over, we turned up the speakers loud enough to be heard in the next county.

## Policy Never to Antagonize

It is one of our policies never to antagonize people, to keep our tempers under control, and not permit ourselves to become involved in an argument. We had found a place that was practically perfect in a little country hamlet one time. Happily and noisily we went to work setting up the trailer, when from an upstairs window of an adjoining house came a shout, "What is going on out there?" Gradually and sorrowfully we became aware that the "what" referred to us. Upon finding out what was going on, this solid citizen objected strenuously and painfully at the very thought of such an outrage. We really could not blame him as he had gone to bed with an ice cap to his head in an attempt to recover from the rigors of a convention which he had just attended. His resistance was so implacable that we were forced to seek another location up the roadmuch less attractive than the place of our first choice. However, we find that these decisions pay off in good will.

#### Equipment

At least a month prior to taking to the road we make sure that all the mechanical equipment is in good shape. This means a thorough overhauling of tow cars and trailers. The tow cars must be used for some days to make sure that they are in perfect running condition. We must be sure that they can take in their stride the many types of roads they will encounter from four lane highways to narrow, rocky mountain roads in the course of their summer

The trailer has an all-steel body twenty-three feet in length and weighing four tons. All the glass is shatter proof, and all the windows are covered with venetian blinds. The interior is a soft green color throughout. The interior can be divided into two sections by means of sliding doors, one of which has a screen in it for hearing confessions. The front half of the trailer contains a sofa seat which opens to form a bed, a writing desk, bookcases, closets, a toilet and shower with a twenty-gallon tank, an electric refrigerator, an electric stove, cabinets for dishes and food, and a pamphlet rack. In the rear half of the trailer are two sofa seats which fold together to make one large bed, the vestment case, the altar, the Stations of the Cross, the phonograph, and the loudspeaker controls.

The back of the trailer breaks into two sections: the lower one falls to make a platform, and the upper one rises to make a canopy containing two loudspeakers. Mass may be said inside or outside on the rear platform. The movable equipment includes a tremendous store of pamphlets, a pamphlet rack which is placed outside during the missions, a movie screen and speaker, a movie projector, and films.

The two trailers must be cleaned, repaired, and stocked with all the equipment and supplies needed in their dual capacity of home and chapel for the two priests who will live in them in the months ahead. Much of this can be done ahead of time, but certain tasks remain for the last day. At the last moment forty chairs are stored in the back of the tow car where the seat has been removed. The refrigerator is stocked with food for lunch and dinner on the day of departure. The water tank is filled. Last, but decidedly not least, is a look at the stop lights and a final check on the brakes. Then down the road we go.

## Advertising

The people know that we are coming. Make no mistake about that. We do not blow a whistle, but some days previously the priests have been around in the vicinity putting up placards in every public place that will accept one. These placards include a picture of the trailer, a description of the program, and a general invitation to attend. A note is added to the effect that there are no collections and nothing will be sold.

Meanwhile, the mail man has helped us out by delivering folders with the same message and pictures of the priests who are conducting the mission. Editions of the local weekly newspapers, avidly perused from cover to cover by the country gentry, carry articles which we have written. Sometimes if we feel that we have not been given enough of a spread, we will insert some ads. This is only a last resort as, unfortunately, ads cost money.

Moving day for the trailers is Monday. The two-week mission always closes on Sunday night. Monday morning the trailer is heading toward its next stand. It usually arrives at the grounds Monday afternoon. Maneuvering the trailer into position and setting up housekeeping are attended by a multiplicity of tasks that consume every spare minute until time for our first program. Hot, dusty, thirsty, and tired, we are animated with but one desire, to find a cool place in the shade and relax with a long, cold drink-of coca cola. However, that is just a dream conjured up by tired minds. What actually happens is that we "clean house," cut the grass in the lot, kill ticks, often chase cows, prepare and eat supper, shower, shave, and dress to be ready to set things in motion by eight o'clock.

#### Our Program

Our program opens officially each evening at 8 o'clock. As the summer advances and the evenings grow shorter, we move it back to 7:30. However, an hour before the formal program we start our preparations. The rear of the trailer opens out to become a platform with the altar as a background. Forty chairs are set up about thirty-five feet away for the audience. Electric lines are run out for the movie projector and the public address system is turned on. A miscellaneous collection of records goes on the record player, ranging from the Marine band's rendition of marches through familiar Protestant and Catholic hymns. As the people arrive, the priests, wearing cassock and the crucifix that identifies them the world over as missionaries, greet them and make every effort to put them at their ease.

The formal religious program follows. If it is the first evening, there is always tension in the atmosphere. The first speaker appears on the platform. He pauses, makes the Sign of the Cross, and recites an Our Father, Hail Mary, and the Apostles' Creed. He then proceeds to explain to the people the purpose of this visit by the Catholic priests. He tells the people they have come as friends to acquaint them with the Catholic Church, to explain the truths of the Church, many of which have been falsely represented, and to answer any questions they may wish to ask. In fact, this part of the program is usually given over to the answering of questions. For this purpose a box is placed in an accessible spot during the day. The public is encouraged to make use of the pencil and paper provided to write down any question that troubles them about religion or the Catholic Church. They are told not to be afraid to ask any question whatsoever, that nothing they ask will insult us, nor need they sign their names.

## Some Questions Provocative

Some of the questions are provocative to say the least. These questions are answered each night. In some localities there are many questions; in others, practically none. However, we always have questions, even if we have to put them in ourselves. From experience we know what is in the people's minds and seek to satisfy their unexpressed curiosity. Ninety-five per cent of the questions appear and reappear with surprising regularity. Sample questions: Why don't priests marry? Do Catholics have to pay to have their sins forgiven? Are Catholics forbidden to read the Bible? Some of the questions are truly prize ones. Like the one that appeared in our box one night in 1947 in a little mill town: Is it true that when a Protestant goes to the Catholic Church, they put him out and sweep out after him?

## **Bible Reading Precedes Sermon**

The question period ends with the reading of a selection from the Scripture. This is a preparation for the sermon which follows. It has value in itself because it proves that Catholics use the Bible. We really impress them when we kiss the Bible as an act of reverence for the Divine Word, to show them how much we respect it. Then a hymn is played as a transition to the sermon that follows: Usually we play the Ave Maria to honor the Blessed Mother.

The second priest comes out to deliver the sermon which is the highlight of the program. This usually lasts about half an hour. The country audience has become accustomed to prayer meetings and services built around long and lively preaching and would feel cheated with anything less. Besides, they would think you lacked sufficient knowledge of your subject. No compromise is made on Catholic doctrine, but an effort is made to explain as clearly and convincingly as possible the truths of our Catholic faith. The subjects themselves are quite Catholic: Necessity of Saving your Soul, Divinity of Christ, Sin, Grace, and Baptism, Forgiveness of Sin, Real Presence, Blessed Mother, Bible, Mass, Pope, Marriage, Moral Law, Catholics and Democracy, Church. A text from Scripture is chosen to illustrate each of these subjects. Each sermon is liberally interspersed with quotations from the Bible. The truths contained in the talks are hammered home again and again by review questions we plant in the Question Box. Also, if rain forces us to cancel any sermon, its subject matter is treated in the next question period.

## Pamphlets Distributed

While the sermon is being delivered, the other priest puts a pamphlet treating of the night's talk into the hands of each one in the audience. These are carefully preserved and taken home. Very seldom do we find any lying around after the crowd has departed. Knowing the number of pamphlets we distribute, thirteen or fourteen thousand each summer, enables us to keep an accurate check on the number of people attending the program each evening and to compute the average attendance at approximately ninety per night for the season.

In handing out pamphlets, one has the opportunity of meeting each member of the audience personally. This also gives the individual an opportunity for some little personal question of his own. Of course it is not frequently that we get a response like one night when I handed pamphlets to a gentleman seated in his car. He reached out his hand with the words: "Here are a few for you." We spent the question period of the next two night answering the criticism of the Holiness Church.

In case of rain the program is cancelled. This does not prevent some of our new friends from dropping in for an informal chat. Sunday night is usually the best attended program; Saturday night, the worst. We have preached to people in the rain under umbrellas and to people wrapped in blankets to keep warm. In some of the mountain sections the hardy young bucks sit around without shirts while the priests shiver in their cassocks.

#### **Motion Pictures**

We try to have a half hour of "movies" after the sermon each evening. This has to come later in the program because darkness is essential. This balances the rest of the program. Anything longer would become wearisome to country people who have been working all day and must get up early next morning. Our difficulty is in finding something suitable and that includes something not too Catholic. The most appropriate films are those dealing with the Bible stories. They teach, they impress, they are filled with the spirit of the most wonderful of parable tellers, Our Lord. What truly distresses us is the lack of Catholic movies along these lines. At times we have used slides, but even here one is handicapped unless he makes his own. Most filmstrips are not suitable for our work. The arrangement is often too technical and presupposes a knowledge of the Catholic faith these people do not have.

This problem of language was brought up at the last meeting of the Outdoor Apostolate of the Southeast when a committee was set up to work on a "Dixie Land Catechism." For that matter, while we are on the subject of language, the newly ordained priest needs special observation and training to present his material to the public. If he uses the language of the seminary, to most of his audience it would mean no more than Greek.

The audio-visual field offers a very important answer to the work of the motor missions. Such thoroughly Catholic subjects as the Mass, so unfamiliar to the Protestant mind, need to be proposed again and again to each of the senses in order to gain even a tenuous foothold in the intellect and memory of the audience. Repetition from all angles is essential for complete apprehension.

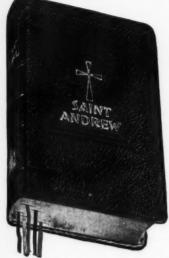
### Closing up the Evening

Although it is nine-thirty by this time, the program is by no means over. One priest remains outside supervising the stowing away of equipment. Often there are kind helping hands to fold chairs and cover them over with canvas, roll up wires, and put away the movie projector. This priest is often delayed by visitors who wish to talk.

The other priest is inside the trailer. His job is to conduct tours of a half dozen people at a time and explain the workings of all the parts of our church, home, and office on wheels. The people are usually very much interested in this. They will ask who cooks the meals, which provides an opportunity to remark that we do not cook any more than we have to and that we enjoy eating out. The altar,

LLtsi

# NOW, AT THE START OF THE SCHOOL YEAR, TEACH THEM TO LIVE THEIR PART IN THE MASS



ttle

phts

un

mon

the to

too with

lled lers,

olic

des,

wn.

edge

last

hen ech-

t of

c. If

Cathstant

f the

the m all

m is

help-

nvas, This

nduct

n the

office

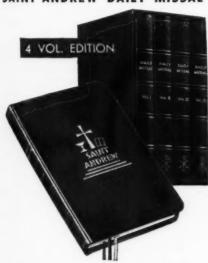
vides

more altar,

Your boys and girls will find it easy to follow the priest at Mass if they learn with this simplified ST. ANDREW DAILY MISSAL.

Beautifully illustrated, printed and bound, accurately translated from the Latin, this is the missal which is your tool to use in helping your students understand the Mass and share more fully in its treasures.

## SAINT ANDREW DAILY MISSAL



Complete • Handy • Easy-to-use

Available in 5 bindings and prices, from
55.50 to \$24.00 a set.

Write for FREE 12-Page illustrated Brochure No. 50CM Giving Complete Descriptions and Details about the St. Andrew Daily Missal.

# SAINT ANDREW DAILY MISSAL

By Dom Gasper Lefebvre, O.S.B.

Outstanding as a textbook for teaching the Mass, this is the missal that contains explanations for the various actions of the celebrant of the Mass as well as the background of each season of the Church. To further interest your students, each Saint's feast day contains a summary of his or her life.

# Note these textbook features of the regular edition SAINT ANDREW DAILY MISSAL:

- Simplified arrangement . . . anyone can learn to use it . . . fewer references that mean a lot of paging.
- English text printed the full width of the right-hand page in the Ordinary of the Mass. Larger, more readable type.
- Comprehensive annotations on the Mass...53 notes explaining concisely and accurately the reasons for the various actions in the Mass.
- Complete doctrinal and historical notes of the ecclesiastical Church year.
- Condensed history of the lives of the saints.

## Retail Prices of the Revised Edition:

- O-R—Black skiver grained imitation leather, red edges.....\$3.75
- I-R—Imitation leather, dull finish, Colonial grain. Burnished red edges

- 5-R—Genuine morocco, pearl grain. Red under gold edges......\$11.00

Discounts to Clergy and Religious

Available at your favorite Catholic bookstore.

THE E. M. LOHMANN COMPANY

413-415-417 Sibley Street

St. Paul 1, Minnesota

vestments, and the like enable us to explain Catholic doctrines and practices. The people are able to see the priest at close range and lose some of their timidity. Everything in and about the trailer must be scrupulously clean and always in order, as every inch is open for inspection. In fact, one old lady brought a flashlight and poked it into every corner. She was pleasantly surprised at the efficiency of our housekeeping methods and was pleased when we told her that we operated on the principle that "cleanliness is next to godliness." By this time the priest has learned the names of his visitors and sends them on their way with a prayer card and a postal card on which is a picture of the trailer. Practically all of the people have departed by this time and the two missionaries, tired out by three hours of work are ready for a little rest, but not yet. Their trailer contains a splendid collection of bugs attracted by the lights. It would be impossible to sleep in the midst of all these winged creatures. So, all the doors and windows must be closed and the interior of the trailer turned into a death cell. After a liberal spraying of D.D.T. the priests take to the out-ofdoors to wait for the spray to do its work, and finish the day most fittingly with the rosary. Then they open the windows to let in fresh air, sweep out the corpses and sleepily fall into bed.

## A Typical Day on the Trailer

Our day begins most appropriately with Mass, the sun and the heat awakening us at an early hour. Even if no one comes, offering up the Holy Sacrifice of the Mass brings down grace on the very spot where we are working. The priest who has said the first Mass and served the second proceeds to get breakfast while the other is making his thanksgiving. Practically any of us can give a creditable account of himself in that department. Of course, it could be that at this early hour we are so hungry that anything tastes good. Combined efforts soon have everything squared away. Then there is always some desk work, mail to be answered, and the perennial polishing of sermons.



A lesson in arithmetic was in progress at the CAVE Convention as this photograph was taken. Sister M. Leota, O.P., St. Brendan School, Chicago, is teaching with the aid of an opaque projector and the blackboard.

By this time we are ready to "go visiting." It is the practice to start each day down one of the adjacent roads, stopping at each home, greeting the people, inviting them to the programs, and leaving with them a bit of literature. The importance of personal contact in this trailer work cannot be overemphasized. The people respond to this evidence of interest in a most gratifying way which invariably results in increased attendance at our programs.

The midday meal may be a snack at the trailer or a hearty country meal at the home of a friend, Catholic or non-Catholic, white or colored. One of our barometers of a successful mission is the number of invitations we receive to dine out or the number of gifts that are brought to fill our refrigerator. These may range all the way from a slab of fat back, the result of a recent butchering, to a cocoanut cake made by the prize winning cook of the county. One of our biggest days ended with three lemon meringue pies. Even my fondness for this confection received a short setback on this occasion when the pies appeared with appalling regularity for breakfast each morning throughout the week.

## Over-feeding a Hazard

In connection with food come problems, or hazards if you will. One consists in disposing of these generous gifts. We are eating out noon and evening. Our refrigerator space is limited. We cannot give the excess away as everyone has been apprised of the nature of the gifts left at the missionaries' door and would consider it an insult to the giver if it in turn was given to them. "To eat we are not able; to give we are ashamed." Thus, the strangest things turn up at the table as breakfast food. Another hazard is being overfed. Two country meals a day add up to a lot of food. This in turn adds up to a lethargy that too often interferes with preaching as effectively as we would like.

One of the most difficult aspects of this itinerant life is to be found in two men living together in such close quarters. This is partially solved by changing personnel every two weeks. We are constantly being surprised at what good friends we remain even under the most trying conditions. What really overcomes all the obstacles we must face is the deep-laid conviction that we are serving God and bringing people to an understanding and appreciation of His Church.

#### Results

Having previously enumerated the fourfold purpose of the motor missions, let us see how our results compare with our aims. In many a spot in our diocese the trailers have been responsible for the first Mass celebrated on Virginia soil in that particular area. If beacons were set up in all the places where the trailers have stood, the power would illuminate the entire diocese with God's grace.

We can feel prejudice melting away as non-Catholics speak to us more freely, invite us into their homes, and ask us to come back again. In one small community a leading citizen and owner of the lot we were using had been present every night. Toward the end of the final program he asked permission to speak from our platform. His request was unusual and we did not know what he intended to say, but we could not very well refuse. He proceeded to give a very sincere talk, praised us highly, and invited us back at any time.

#### Concrete Results Hard to Gauge

One of the discouraging aspects of our work consists in too often failing to see the concrete results of our efforts in terms of conversions. This sometimes may prove a trife embarrassing. Invariably in discussing our work, someone will say: "How many converts have you made, Father?" Our answer must be: "I don't really know." By and large that is true, because it is the parish priest who reaps the fruit of our sowing. It is usually some time before we learn the results. One year in a country parish a little girl attended the trailer mission with her family. Nine years later she presented herself at the rectory with a request for instructions. The man who received her into the Church was not the one who had planted the seed.

In one Virginia community that we visited, an entire

family came into the Church. The eldest son had become a Catholic while in the Service overseas. He returned from the army to face deep antagonism at home. One evening he persuaded his parents, brother, and sister to drop him off at the trailer. They remained out of curiosity, prepared to scoff. Soon they were helping with the chairs. Before they knew it, they were in the Church. Like the old lady who was asked why she became a Catholic. She replied that she had attended just one Catholic service too many. In all, thirteen converts entered the Church as a result of this one mission.

## A Seeming Failure; Isolated Catholics Benefit

Then there was the town where the mission seemed a failure. Rain interfered with many of the programs. Throughout the two weeks the attendance was very poor. However, four people have come into the Church from that little cross-roads and a fifth is on the way. Not only that, but a Catholic family who had stopped going to Mass started back to the Church ten miles away and have not missed a Sunday since. This has happened more than once. Catholics long derelict in their Easter duty have been brought back to the Communion rail.

In fact, it might be well to emphasize this particular result of the program for isolated Catholics. It brings a revival of faith. It helps them feel that they are an active part of the Church and the Church has not forgotten them. It makes it easier for them to live among their predominantly non-Catholic neighbors because these non-Catholics now have a better appreciation of the Church and of what she stands for. They have had personal contact with the priest and begin to realize that many of the stories they have accepted as "gospel" are not true. They might even defend the Church as did one little girl. When the teacher started talking against the Church in the classroom, she stood up and said: "That isn't so, because the priest on the motor chapel said it wasn't so."

Courting couples find this an ideal way to introduce the non-Catholic member to the Church. It helps break the ice for the eventual and often dreaded first encounter with the Church at the time of the pre-marital instructions.

#### Conclusion

ab

29

if

ts.

ry-

est ner

up

00

ild

180

nel

al

ing

we

ing

of

are

lers

on

set

od's

lics

ask

ing

een

ram

ded

ded

ited

s in

s in

rifle

er?"

arge

the

we

gir

ears

uest

the

ntire

1953

There is something tremendously compelling about a man dedicated to a spiritual ideal. One who sacrifices all the material things, by which men set such store, to bring this ideal to others. Such a man, attired in cassock and wearing his crucifix, his countenance reflecting the intensity and sincerity of his purpose, and his words inspired by the spirit of love, is a potent force in bringing the people, Catholic and non-Catholic alike, to the realization of what it means to really love God. One young man was so impressed with the motor chapel programs, but especially with the priests who were conducting them, that he entered the seminary as a result of the influence and example of these men.

If the priest is zealous and God's grace is there, the work is sure to succeed. The seed that is sown sometimes is slow to germinate, but eventually, some life is bound to result.

The people's reaction to the trailer missions may best be summed up in the words of one of our audience. Unlettered, ignorant, simple but sincere, a country woman left this little poetic venture in our Question Box at the conclusion of a mission in her community:

> "If you were what I thought you were I would have been sorry I came. But I came, I heard you And I hope you come back again!"

God bless you!

November, 1953

tives of Education." Division of C. G. CONN LTD. ELKHART, INDIANA Send for it without obligation. PAN-AMERICAN BAND INSTRUMENTS, ELKHART, INDIANA, DEPT. 1172 Wind Instrument
Catalog Music, and Basic Objectives String Instrument Catalog Rhythm Band Instrument Catalog Name.... Title\_\_\_\_ Address Percussion Instru-ment Catalog City\_\_\_\_\_Co.\_\_\_State\_\_\_ New Educational School\_\_\_\_ CATHOLIC EDUCATOR 193



## CATHOLIC LAY ORGANIZATIONS

## and an A-V Program

## A Panel Discussion

FATHER ROBERT J. MAHER, CHAIRMAN: This is an important panel discussion, which is programmed as: Let Your Lay Catholic Organizations Cooperate with Your School in an Audio-Visual Program. We should come out of this meeting with a definite determination to do something about helping to finance the audio-visual program in our school.

## Know YOUR LAY ORGANIZATIONS

By Dr. Lulu Spilde, Educational Director of C. D. of A., Professor of Education, St. John's University, Brooklyn, N. Y.

Much, indeed, has been said and written about adult education but the fact remains that there is still an apparent apathy toward it. Firstly, who need it? Secondly, the avenues which help provide for it; and thirdly the reciprocity required on the part of the helpers and those being helped.

Permit me briefly to comment on these three aspects and in regard to schools and lay organizations. Where concrete examples are used they are selected because I know more about them, having participated in them. The thought is also kept in mind of their adaptability to other situations. Who need adult education? It is estimated in our country alone there are over 100 million who need it. An adult is not one who has reached a certain age or goal and stopped there, but rather one who maintains linkages with life. Paradoxical as it may seem the old expression which we often hear, "all adults are not adults," has meaning. Even adults who have obtained college degrees if left to themselves over a period of time often fail to continue their education, the education which requires linkages with life designed to know, love, and serve God.



CAVE delegates sat to the rear and both sides of this class of second grade pupils as Sister Mary Alvita, B.V.M., Our Lady of Lourdes School, Chicago, taught them religion with the aid of audio-visual materials.

The complexities of life face us on every hand. How many Catholic men and women are familiar with the papal teachings? Yet these men and women are in the work-a-day world helping to solve problems. How many anxiously await the Bishop's statement each year? How many are able to communicate their knowledge of Christianity in a meaningful way to others?

Speaking of a meaningful way, I am reminded of the Catholic mother who simply taught her child to say before meals: "Dear Lord, bless our food," and after meals, "We

thank the dear Lord for our needs." Why did she do it in this way? Because the children looked around for the bounty when Grace was said and they found no bounty there.

Uni

imp

Du

Cal

the

lea

hav

the

ser

and

Ca

to

alv

vis

co

Da

off

for

## Avenues to Provide for Adult Education

Have you, as school representatives, made a survey of all the Catholic lay organizations in your community? Do you know the respective objectives of each so that you may in turn list those which have objectives related to educational purposes? Even if one objective out of the many is related to educational interests this is a matter of importance to you. Do you have in your files the names of leaders, their respective addresses, and telephone numbers? Do you make it your business to know these leaders, thus paving the way for contacts with them? Do you provide through your schools or in conjunction with lay organizations educational programs of mutual assistance or special assistance and call their attention to these offerings? At this point I wish to say the occasional PTA meetings or a few chances for parents to come and see their children perform do not suffice.

#### **Functional Plan**

We must have a more functional plan, one of working from the inside to the outside and from the outside to the inside. Permit me to draw on a concrete example from St. John's University with which I am connected. Two intervals yearly, Spring and Fall, we offer social action courses to the public, Catholic and non-Catholic. No prerequisites by way of educational qualifications are required for enrollment. No tuition is charged.

The faculty members who participated in these services do so for the good of the cause and without extra compensation. A sufficient number of faculty members serve so that no one person gives more than one evening per week to it although classes go on every day. A wide variety of courses is offered. About 700 people come regularly. The composition of the classes ranges all the way from day laboring people to professional ones. Does this range make it difficult? Oh, no. For example, let us consider the social encyclicals.

Do not the messages therein need to be presented and discussed in work-a-day vocabularies? Likewise what about the dangers of communism? True, many people know they should try to crush it, but if they know the specifics of the why, they can do a better job. Needless to say many audio-visual aids are used.

#### **CDA Courts Participate**

As national director of education for the Catholic Daughters of America, I make it my business to get in touch with Court leaders and tell them about the social action courses and request their attendance. Each Court contacted usually sends representatives. These representatives in turn bring back vital messages to their respective memberships. Perhaps I hear murmurs that teachers work hard enough without putting these burdens of adult education on them, but remember outside speakers will also be willing to give you assistance for the good of the cause, yet you must use your initiative in organizing the program and it is often advisable to discuss with Catholic lay organizations their needs. Permit me also to give you an example of how faculty members may go out into organizations and give service.

About two years ago I planned a workshop for educational chairmen at Catholic Daughters. They came from several different States. Others were also invited. One phase of our offering and a very important one was the audio-visual filmstrips and records prepared by St. John's University and needless for me to call your attention to the important part Father Muller has had in this preparation. During the workshop period we not only presented the audio-visual aid, but also held discussions about it.

## Catholic Daughters Made Aware of a Need

the

nty

of

Do

aay

ca.

is is

im-

of

TS?

hus

ide

72-

cial

At

or ren

ing

the

om

wo

ion

ore-

red

ices

om-

TVE per

ride

regway

this

on-

and

fillor

hev

the

any

olic

t in

cial

ourt

ntative

ork

ıca-

be

1150.

ram

lav

an

iza-

ICA-

rom

One

the

1953

The Catholic Daughters indicated that they themselves learned many things that they never knew before and they realized how much children as well as adults were in need of such media of instruction. Yes, they even learned to run the projectors. Since then such workshops have been in operation in many sections of the country and they have been carried out under the same plan.

Again, may I ask you what are your schools doing to serve Catholic organizations? I shall now turn to the third and last point, reciprocity on the part of the helpers and those helped. It has been my experience that many of the Catholic Daughters of America who had had opportunity to see audio-visual aids are anxious to have their schools supplied with better equipment. The financial problem is always with us. Many Catholic schools have but few audiovisual aids. On many occasions, I have, however, gone into communities where I have been told where the Catholic Daughters saw in Court meetings or in workshops various offerings in audio-visual aids, they decided to get these for their schools. This will gain momentum, Catholic organizations and schools both using audio-visual aids.

Since then we have learned that many orders have been placed for various types of audio-visual equipment by the schools directly and the Catholic Daughters of America have paid for these orders.

## **Future Mutual Efforts**

What does the future hold for mutual efforts between schools and Catholic lay organizations? Perhaps many organizations will unite to help schools launch outstanding productions-productions for an intelligent and educational approach to religion, both in revealing misconceptions and restating clearly the true meanings to commonplace everyday experience.

By way of a concluding thought, may I ask you one and all to try to form a closer link between your schools and your Catholic lay organizations. You may be surprised. They are waiting for you. They may not be coming to you until you contact them.

And may light, sound, and motion which are God's gifts to mankind so blend their component values that they will ever be dedicated to His life and glory.

## "Sell" YOUR PROGRAM TO PARENTS

By Mrs. George O'Sullivan, National Chairman, Committee on Home and School, N.C.C.W., St. Louis, Mo.

You WILL NOTICE that the title of our panel discussion indicates cooperation and not interference. Yet it is not unheard of when lay groups show an interest in, and offer their services for the promotion of special school projects and programs, that the charge of interference is sometimes leveled against them. Too many parents feel that they discharge their obligation regarding the education of their children when they send them off to a Catholic school. Yet the Holy Father and the Bishops of our country, in their annual statement of 1950 entitled "The Child, Citizen of Two Worlds," emphasize that the primary obligation regarding the education of children rests with the parents. The National Council of Catholic Women, through its

## BENZIGER BROTHERS, INC. TEXTBOOKS



#### SUMMA THEOLOGICA

of St. Thomas Aquinas in English

A comprehensive summariza-tion of Catholic Truth, Easy to consult, convenient to handle, profitable to own. For Priests, Religious Seminarians and Laity. Contains 5 separate indexes. About 4000 pages, 71/4 x 101/g inches Three Volumes, \$48.00; Red Morocco \$75.00. For Libraries, Colleges, Universities, Seminaries.

#### A GUIDEBOOK TO THE SUMMA

A Five-Volume series covering the four years of college, By Rev. E. F. Smith O.P., and the Rev. L. A. Ryan O.P.

Vol. 11—Preface to Happiness (Summa Theologica 1-11, QQ, 1-89)

Selects the basic problems, cites the relevant principles, with references to the Summa. Other volumes in preparation An Theology for Laymen and those who are not Clerics. For Colleges, Summer Courses, Study Clubs, Discussion Groups, Priests, Sisters and Laity, 304 pages. Net \$3.50

#### I TEACH CATECHISM

By Rt. Rev. Msgr. M. A. Schumecher M.A., Litt,D By using these manuals the teacher will be prepared for every lesson contained in the Confraternity Revised Baltimore Catechism Topical outlines, summaries, motivations and examples provide ample material to lighten the busy teacher's work of preparation.

Vol.	I—For	Grades	l a	nd	2									Net 2.60
Vol.	II-For	Grades	3,	4	and	5			*					3.00
Vol.	III-For	Grades	6,	7	and	8								4.20

#### AIMS AND METHODS IN TEACHING RELIGION

By Rev. John K. Sharp M.A., S.T.B.

A textbook for Seminarians, Novices, Students in Normal Schools and for all who teach Religion.

The author, an expert in the methodology of pedagogics, presents in a practical way the more important ideas, principles and experiences that underlie efficient Catechetical instruction. 407 pages. Net \$4.75.

AN EXPLANATION OF THE BALTIMORE CATECHISM Father Kinkead's handbook for teachers and advanced classes. Net \$2.75.

## ANECDOTES AND EXAMPLES ILLUSTRATING THE CATHOLIC CATECHISM

Rev. F. Spirago-Rev. J. J. Baxter. Net \$5.00.

#### HANDBOOK OF THE CHRISTIAN RELIGION

For the Use of Advanced students. Rev. W. Wilmers S.J. Net \$3,75.

## THE CATECHISM EXPLAINED

Rev. F. Spirago-Rev. R. F. Clarke S.J. Net \$6.50

## A HISTORY OF CATHOLIC EDUCATION IN THE U. S.

Very Rev. J. A. Burns C.S.C. and B. J. Kohlbrenner, Net \$3.60

#### A STUDY OF SECONDARY EDUCATION

During the Colonial period up to the First Plenary Council of Baltimore, 1852, Very Rev. Msgr. E. J. Goebel. Net \$3.00

## BENZIGER BROTHERS, INC.

6-8 Barclay Street

New York 8, N. Y.

Telephone: ALgonquin 4-3053

Boston 10 Chicago 6 Cincinnati I San Francisco 3

November, 1953

CATHOLIC EDUCATOR

Committee on Home and School Associations, is trying to make parents realize that fact, and it endeavors to bring Catholic parents and teachers together for a better understanding of the common problems of education that affect them both. It is only reasonable, therefore, that conscientious Catholic parents will take an interest in everything that pertains to the training and development of their children, especially when part of the educational process is as vivid and effective as an audio-visual program.

## Cooperation in Many Ways

If an audio-visual program already exists in the parish school, the lay organization can cooperate in many ways. It could purchase additional equipment, supply membership in a film library, or offer the services of its members for investigating sources of films and cataloging them according to subject matter. Members can also supply much of the personal service needed to obtain and return the materials to be used. Where an audio-visual program does not yet exist a different approach is suggested. If the P. T. A. or the Home and School Committee of the local lay group has maintained a cordial relationship with the school authorities, the way is smoothed for an approach to the question of an audio-visual program for the school. Catholic parents will learn of the difficulties and obstacles which must be surmounted before an audio-visual program can be introduced into the school curriculum. They will learn that the shortage of time and personnel, as well as the lack of finances, greatly hinders the development of such a program. But once an audio-visual program has been decided upon, the lay group should appoint a committee to relieve the overworked staff of some details of initiating and maintaining the program. The chairman of this special committee should be a person who is interested in, and has a knowledge of, audio-visual aids-either by experience or by study and investigation. The committee itself should be composed of from three to five members who have a definite and lively interest in educational work, who command respect, and who will work to accomplish things.



A lesson in reading at the intermediate level is being demonstrated by Mother Anastasia, I.B.V.M., St. Bernard School, Chicago.

#### Investigation is First Step

One of the first steps such a committee should take would be the investigation of what is being done in their locale, in their State, and in the entire country with regard to this work. They will try to discover what equipment is needed, the materials that are available either through purchase or rental. They will also try to learn of the various sources of free materials locally and nationally, such as the Educator's Progress Service, of Randolph, Wisconsin, which has published a book called the "Educator's Guide to Free Films," in which there are now listed some

2,000 free films. There are several other sources of free films in the country of the same type.

it f

me

zati

bri

res

tac

me

me

hap

top

ent

ma

du

Me

tal

pro

Int

giv

to

its

he

From Catholic sources we find that out of 129 diocess in the United States and possessions, 23 have some form of film library, and 31 have a definite audio-visual program. Some 47 dioceses have indicated that individual schools have their own films and filmstrips, while 50 dioceses state that they use films available from public sources. The contents of film libraries range all the way from 10 to 300 films, and anywhere up to 1,000 filmstrips. In addition to these there are excellent film libraries in various colleges and universities around the country.

## Sample Source Cited

Of these, St. Louis University has one of the outstanding film libraries in the nation, containing as it does over 300 films and more than 1,000 filmstrips. St. Louis University offers one of the many sources of audio-visual materials for use in the schools. There are two types of membership. one of which entitles the member to use both films and filmstrips from the film library for an annual fee of \$50.00. The second type of membership permits the use of filmstrips only, for an annual fee of \$15.00. In addition to the service to members of the library, non-members may rent film at the rate of \$1.50 for each reel of 400 feet, and 25¢ for each filmstrip. There is also a large collection of free films available, including a limited number of films produced under the direction of various industries. It is this type of service that should be investigated by the committee appointed to cooperate with the school. It may well be that membership in such a film library would be one of the first steps taken when establishing an audio-visual program in the school.

## Study Scope of Program and Means Needed

Before an investment in equipment and materials and material sources is made, the committee should learn the scope of the program to be sponsored. They will, then, at the earliest opportunity, discuss the plans for the program with the school authorities in order to learn what are the goals to be sought, and the means needed to attain them. Once the goals have been determined and they have learned what is wanted from the instruction, they will then try to select the aids best suited for the purpose. Audiovisual aids are now on display by about 150 distributors of such products. Here you will find the type of equipment and materials which best fit your needs and your budget. However, when considering the purchase of any equipment, a considerable amount of the budget should be set aside for materials, so that there is something more than equipment among the audio-visual aids. Spending all of the budgetary allowance on the equipment, and then having to beg and scrape for money to rent films and other materials is poor management and bad instruction.

#### "Sell" Program to Parents

When setting up an audio-visual program it is better to begin by thinking and talking about materials rather than equipment. Get some good materials, if you are to have your own film supply, including movies, slides, and filmstrips. Show them to the people who must be influenced and who are important. Take some of the leaders of your organization to previews. If you can get their appreciation of materials, processes, and results, the money for equipment will be easy to get. It's only common sense—use audio-visuals to "sell" the audio-visual program.

The parent group which sponsors an audio-visual program will find that not all of its benefits will accrue to the children. The parents themselves will profit from it, for

as they become interested in the program and hear about it from their children, they too will want to see what is being shown in school. There will be special shows at meetings for the parent group, or other sponsoring organization, and this form of education for the parents will bring them to a better understanding of their duties and responsibilities as parents; it will bring them in closer contact with, and give them a better appreciation of, the methods and materials used for the educational development of their own children in school. If a record-player happens to be listed among the audio-visual aids (or if not, one could be borrowed), it may be used to play the Christopher records prepared for the purpose of teaching parents how to educate their children in matters of sex—a matter of education which is the parents' own right and duty.

## Memberships Sponsored Locally

ceses

form

ram

100/s

state

con-

300

m to

eges

ding

300

rsity

rials

ship,

and 0.00.

film-

the

rent

and on of

films

It is

com-

well

ne of

pro-

and

n, at

gram

the

have

then idio-

rs of

ment

dget.

quip-

e set

than

Il of

hay-

other

er to

than

have

film-

nced

your

quip-

udio-

pro-

t, for

Many of the schools find it difficult to secure adequate funds with which to inaugurate and maintain an audiovisual program. Certain interparochial groups have endeavored to resolve the problem in individual cases by taking the financial problems of particular audio-visual programs as a special project of theirs. For example, the International Federation of Catholic Alumnae of St. Louis gives memberships in the St. Lous University film library to several schools each year. At the same time this organization helps to maintain and developed the film library itself by financial aid made possible by means of an annual party.

Ordinarily, however, the problem of financing the audiovisual program should be considered on a par with the problem of securing funds for salaries, buildings, light and heat, library supplies, or textbooks. Therefore the organiza-

tion which sponsors, or contributes to, such a project should put the item into its annual budget. Most audio-visual programs start with special financing—a donation, a loan, or a special fund-raising project. But regular budgeting of the cost of audio-visuals, however, should be a *must*. Audio-visuals do not pay their own way. Charging for shows, putting on rummage sales, begging free materials is not good management. If audio-visuals are worth anything educationally, they are worth paying for as a regular budgetary item.

## Care for Materials

Besides helping with the financing of an audio-visual program, there are other ways in which the lay organization can assist in making this venture a success. As the program grows into maturity there will be an increase in materials and equipment. There should be a definite place for the equipment and materials, so that the teacher will know exactly where it is when it is to be used. A schedule should be drawn up for a week or a month at a time, showing what equipment and materials will be required, the date and time of their use, the class or classes to be taught, the place of the instruction, and the name of the instructor in charge. At least a minimum of care and attention will be required if the equipment is to operate correctly when needed. The materials, too, will need a certain amount of care. Movie film will have to be spliced to repair breaks or torn sprocket holes. Slides and filmstrips should be cleaned periodically, as they will become soiled through constant usage and handling. There is also the important task of maintaining an up-to-date file on all materials available for the school program. Slides, filmstrips, and movie films should be properly marked, indexed, and cataloged according to subject matter.

## FREE

## FILMSTRIP CORRELATION CHART

prepared by leading Catholic Educators

#### YAF FILMSTRIPS

approved for use in Catholic Schools by Msgr. Thomas J. Quigley

Supt. of Schools Diocese of Pittsburgh

Write for your FREE Copy

Own the filmstrip prepared for use at the CAVE Convention.

## TEACHING WITH THE FILMSTRIP

\$1.00 Postpaid

## YOUNG AMERICA FILMS, INC.

18 E. 41 STREET NEW YORK 17, N. Y. Belongs in

every
Catholic home
and school

With

With the Bible Through the Church Year

•



Edited and illustrated in 4 colors by Brothers of the Benedictine Order

A large, handsome volume of Bible stories retold with simple dignity and arranged within the framework of the Church Year. With psalms and prayers which stress their spiritual meaning, and Prefaces by Mary Perkins on the liturgy of the seasons and feast days.

"Will be a source of enjoyment to readers of all age groups." — Bishop Bernard J. Sheil. Size 10¾" x 7%". Bound in heavy stainproof cloth. Stamped in silver. Only \$4.95

At all bookstores, PANTHEON BOOKS, INC., 333 6th Avenue, New York 14. Send for our new list of books for Catholic readers.



## Special, But Permanent Project

A successful audio-visual program for the school should be of great interest, and a prime concern, for the local Home and School Committee, since it should assist the school as far as possible in a financial way through securing enlargement of the school programs and extension of the school facilities. Such a lay group can take on this program as a special, but a permanent project, and through its interest give assurance of increased cooperation by supplying all or some of the financial needs, and by furnishing much of the personnel needed to look after the necessary details of the program.

Much of the work connected with a successful audiovisual program can be done by willing and interested people who are not of the school staff. Theirs will be the role of cooperation—not of interference. The Home and School Committee, or a special audio-visual committee from the lay group, can take much of the financial worry and personal labor of such a program off of the shoulders of the teachers. Thus they will leave them more free to concentrate on the educational value of the aids to be used, and by means of a more intellectual approach and a better preparation for their classes, make of these audio-visual aids an instrument of more effective and more interesting instruction.



During the CAVE Convention, six different teachers demonstrated the teaching of religion with the aid of audio-visual materials. Here, Sister M. Urban, O.P., Aquinas High School, Chicago, is teaching religion to pupils of an intermediate grade.

## Look to YOUR PARENT-TEACHER GROUP

By Mrs. William P. Schoen, Past President, Mothers' Guild, St. Gertrude School, Chicago, Ill.

May I say "thank you" to Father Mullen for his kind invitation to speak on parent groups and how they can be of assistance in your specialized program in the schools today. Looking about this audience I would say a mere parent has small chance of controlling a vote; but, on the other hand, you educators, audio-visual and regular, would soon be seeking new fields of work, if it were not for us parents.

## Speaking from Actual Experience

What I have to say to you is not something I have read, been told about, or dreamed up. I am speaking from actual experience. My background is entirely in the educational field, having spent my school years, elementary, secondary and graduate, in the Catholic schools of Chicago. I taught for a number of years in Chicago public schools. While there I used visual aids myself in teaching; I know their usefulness and importance. Now my own children are attending the Catholic schools here is Chicago and are enjoying the advances made by your group to help in their education.

Let us say a word about parent-teacher groups in general. In some sections of our country there is still a bit of adverse feeling about what we know generally as P.T.A.'s For that reason I prefer to use the expression "Parent Teacher Groups." I well remember when I finished Chicago Teachers College, being admonished by older teachers. "Don't get into a school with a P.T.A.; all they do is meddle." That was the farthest thing from my real experience. My first assignment was to a new school where we teachers helped to establish a fine P.T.A. group that has always been a great source of both pride and help to the school.

id

## Parents Willing to Cooperate, Not Interfere

That feeling, that parents always want to interfere the moment they are organized, certainly is not true nor is it logical. Educators have their field and parents have theirs; it would seem to me that today many parents are so busy trying to support their families, they are only too happy to have you educators do a one hundred per cent job on the teaching of their children. They in turn are also willing to cooperate one hundred percent with you to that end.

If you have an organized parent-teacher group in your school or if you are thinking of organizing one, be sure the group always has a purpose or goal toward which to work then keep its members busy working for the goal. It is a certainty that nothing is closer to the hearts of parents than their children; they will go to great lengths to do anything in their power to help them.

## Open up Parents' Eyes

If you educators and administrators will open the eyes of parents in these groups to the splendid audio-visual materials and devices available for the better education of their children, you will find them only too happy to help you to purchase such material for your school.

It is your problem as educators and administrators to decide what your school needs in the way of audio-visual teaching aids. Parent groups know nothing about this and cannot help in deciding what type of material a school should have. However, as you all know, anything of this nature costs money. To coin a pun, here is where the parent-teacher group enters the picture. You decide what you want and its approximate cost—the parents arrange to pay for it. Given an estimate of the cost, a parents group can plan a program or a series of programs aimed at financing this specific project.

## Parents Enjoy Sharing Children's Experiences

Probably the great majority of parents are not aware that these modern teaching devices exist. Even though they are costly you will find that parents want their children to share in these special benefits. In fact, parents themselves enjoy sharing the experiences their children have. It gives them a real insight into what is going on in the schools today. When parents know about these new teaching devices they are better able to understand the child and his conversations about school.

When the parents of your school children have helped you to add these fascinating and time-saving aids to your school, give them the privilege of seeing the new audiovisual aids at their meetings. Nothing makes people happier and prouder than to know that the school their children attend has the very best equipment and that they have had a part in making the equipment possible. Work out a program for their meetings to show them the equipment they have given you and you will find that the next year they will double your budget for audio-visual materials.

One of the sad situations today is the feeling of inadequacy many parents have with their children. Nothing makes for greater unhappiness in family life than for parents to feel inferior in knowledge and education to their own children. Your group can help that situation by familiarizing parents with your materials and giving them ideas on how education is being helped by them. Believe me, it is a full time job for parents in this day and age to keep up with their youngsters, so help them if you can.

Now, from my own experience, may I say just a word about the organization of parent-teacher groups whose prime purpose is giving assistance to schools. As I see it, there is no better outlet for this assistance than supplying

andio-visual equipment.

gen-

it of

A's

ent.

cago ners:

lo is

ex-

here

t has

p to

the

is it

eirs:

busy

by to

i the

ng to

your

e the

vork;

is a

rents

o do

isual

on of

help

rs to

risual and chool

this the

what

ge to

roup ed at

:08

that

y are

en to

elves gives hools

g ded his

elped

your udiohap-

chilthey Work

quip-

next

1953

## Interest Influenced by Organization

In St. Gertrude's Parish where I live, our parent group is called St. Gertrude's School Guild. We maintain a one hundred per cent membership of mothers in our school and have continued to have a very successful and purposeful organization for the past 16 years. Keeping up the interest of members is influenced greatly by the kind of organization set up in the school.

Besides our regular officers we have a room mother and an assistant for each room. These room mothers are the contacts between the teachers and the organization. They make a large, interested group which automatically brings new blood into our organization each year. In graded groups they sponsor seven bridge luncheons during each school year. These parties are quite lucrative and are managed by the room mothers; mothers of the children in the cooperating rooms supply the food for the menu.

We also sponsor one big dinner and bazaar just before Christmas; the proceeds of this party pay for our school projects during the year. This year, one such project was the purchase of more film for our filmstrip library; this we will continue to supplement as the need increases.

#### Our Guild Handles Own Funds

We believe that one of the chief reasons our school guild has been so successful, is the fact that from the very beginning when the pastor organized the group, he permitted it to handle all its own funds. This confidence has increased interest and pride in the organization and as a result the members have worked to capacity for both the school and the parish.

I should like to mention in connection with our organization that one of our first members, Mrs. Josephine Davis, has developed "The Bremner-Davis Sound Way to Easy Reading," employing phonics in an album of records. The device is for individual pupil instruction and is being very favorably received by school administrators and parents alike.

There is no question in my mind as to the value of parent-teacher groups and the help they can give you in supplying your audio-visual devices. Make known your needs, explain them, demonstrate them-sell the idea to the parents of your children, then all you have to say is, "Thank you!"

## Give Us a Chance to Help

If I did not know this to be true, believe me, I would not have left my husband and children in Wisconsin in the middle of our vacation, to return to hot, humid Chicago



## Bistoric Ragareth Distoric Galilee

Both of these colorful, inspiring films have established a motion picture precedent. Never before have color interior shots been taken of shrines in these parts, for the simple reason, no electricity is available for camera lights. The "Impossible" has now been achieved with generators, carried on the backs of mules.

These films transport the viewer back 2,000 years to the sacred places that played an elo-quent part in Jesus' life. You will see where Mary went to draw water...where Jesus spent His youth...Joseph's carpenter shop...and numerous other stirring landmarks. 1½ Reels, each — American Narration Coler \$130.00 B/w \$45.00 Request Preview prints from

FILMS OF THE NATIONS 62 W. 45th St., New York 36, N. Y.



## **Basic Language** and Composition Grades 3-8

THE ENJOYING ENGLISH SERIES Wolfe, Geyer, Hamilton, DeLancey

PART OF A CONTINUOUS PROGRAM FOR ELEMENTARY AND HIGH SCHOOL GRADES

- Unit organization based on pupil activities.
- Experience approach to writing and speaking
- Motivated units that vitalize learning.
- Realistic study of sentence recognition and use.
- Purposeful practices for drill and pupil evaluation.
- Complete reviews at end of units.

## The L. W. SINGER COMPANY, Inc.

249-259 W. ERIE BLVD., SYRACUSE, NEW YORK

Publishers of The Prose and Poetry Series and The Scientific Living Series.

November, 1953

CATHOLIC EDUCATOR

and meet all you illustrious people. We parents want to help, Give us a chance.

FATHER MAHER: Well, I am very pleased to have been moderator for this meeting, for you have just witnessed three stellar performances on the part of three very gracious and well-informed Catholic women.

Now we have 15 or 20 minutes left for discussion. The title, again, of our topic for discussion is "Catholic Lay Organizations Cooperating in an Audio-Visual Program." It is primarily to discuss the means needed to assist with an audio-visual program in the schools. Dr. Spilde asked several questions: Have you, as a school, made a survey of what you need and the resources available? Do you have a knowledge of the objectives of the various organizations who could help you and have you a file of those people who could assist you and are you acquainted with these individuals? She also mentioned workshops and what they do at St. John's University in Brooklyn in assisting parents and teachers better to know the assistance that can be given to children and adults through the use of audiovisual materials and devices.

#### QUESTIONS ADDRESSED TO PANELISTS

Now, has anybody got a question for Dr. Spilde?



Sister Mary Julitta, O.S.F., Director of Reading Clinic and Assistant Professor of Education, Cardinal Stritch College, Milwaukee, who demonstrated the teaching of reading on the secondary level at the 2nd CAVE Convention, Aug. 3-5, 1953.

QUESTION FROM A SISTER: Does St. John's University give credit to adults who are taking the special courses?

Dr. Spilde: A formal course in Adult Education, yes. I had no reference to the regular college course in adult education. I had reference to the courses offered for one month in the Spring, one month in the Fall to people who are not required to present educational pre-requisites. They do not have to pay any tuition. We get them from the highways and byways and we get them from the professional walks of life. They all come in.

As I told you we have usually a running group of about 700 and we have various plans for taking care of their needs. Usually we know in advance and we offer many courses anyway.

Now, then, you ask about credit and I would say this: we give them certificates of attendance. Naturally we could not give them college credits for it. I may say, however, these certificates of attendance are very well received by the organizations from which these people come.

We have had young people come from business organizations. A young lady, not a Catholic, came from a bank. She was secretary to the president. She told him that she had been taking this adult education course at St. John's University. She showed him her note. It was on guidance, by the way. She discussed the six-weeks' program with him. He was thrilled with it. He asked her to pass on some

of the information to a few more of his people. She, in turn, later told me he told her that he was going to promote her and he wanted her to find somebody else to take her place, that she showed fine spirit by going to school and taking these courses. He encouraged several others to come and take courses and bring their certificates of attendance to him.

bu

she

vit

the

Or

Or

ap

ear sch

\$2

Ge

mo

WC

19

Ai

Ab

Ha

ple

ne

the

fig

fig

the

Da

tw

che

do

be

job

for

wh

fro

for

"H

pre

an

Ye

Wi

He said, "We don't want static help. We want you connected with the linkages of life." That is where I got that word linkages.

QUESTION: For how long a period is it well to conduct such an adult educational course and what time of the year is most suitable for such a course?

Dr. Spilde: I would say we have tried it for a five-week term and it has been very satisfactory. Now, then, you must keep in mind that we offer courses every evening. They begin at 8 and close at 10. We have practically all our rooms in the university open and many courses are offered.

Now, these people usually line up for one course from 8 to 9 and the other from 9 to 10. We feel sure that we have had a very, very steady attendance by the same people and practically in the same classes for fully a month. We begin in late October and run until Thanksgiving. Then again, we offer it in the Spring of the year, beginning about March. There is one thing, Sister, that I think we should keep in mind in relation to these adult education courses and that is they must be planned, so that short units of work are presented. Also the work must be presented in a way especially adapted for adult learning. We should be sure that we use plenty of audio-visual aids so that we hold their attention. We should plan every unit of that work so that they feel satisfaction; in other words, "I'm glad I came tonight. I'm glad that I got this." They do not necessarily feel that they have to go the next time in order to get the tail end of it, yet they are so satisfied they come again anyway and follow right straight through.

The success of any adult education program, Sister, is knowing largely the psychology of adult education and providing therewith very practical materials. Everything that will take care of their current problems as a crosssection.

#### EXTENSION OF DISCUSSION BY THE CHAIRMAN®

FATHER MAHER: Is there a question for Mrs. O'Sullivan or Mrs. Schoen? concerning the financing of these programs? If not, I would like to say a word on my own. To-day we spoke of two sources of revenue, a source within the school was treated by Mrs. Schoen who said that the parent-teacher associations in cooperation with the pastor, the Sisters and the children should work to raise money within the area of the school, and the other speakers. Dr. Spilde, and Mrs. O'Sullivan, mentioned outside organizations that can assist.

Now I wonder if we can not think of something like the following happening in your community. I'm from Harrisburg, Pennsylvania where a year ago our bishop, Bishop George L. Leech, received a communication to the effect that the Catholic Bishop of Harrisburg was invited to participate in the Ida Browning Audio-Visual Trust Fund. The Bishop referred this letter to my desk and, of course, I immediately communicated with the chairman of the Fund and went over to his office to speak to him as the Bishop's representative. He explained that Ida Browning, God rest her, was a good Presbyterian who died a few years ago and she left somewhere in the neighborhood of \$200,000. She did not have any kin so she left it for audio-visual materials specifically to be used in the

<sup>\*</sup>Father Robert J. Maher, M.A., panel chairman, is superintendent of Harrisburg (Pa.) Catholic Schools.

churches and character-building organizations of Harrisburg and its vicinity. Though she was a Presbyterian and she did not say "for Protestants only." So the chairman said members of the trust fund had said, "We'd better invite the Catholics and the Jews so there will be no unpleasant repercussions to our business." Consequently Catholics and Jews were invited to share.

## Every Application Approved

0-

ol

to

n-

at

not.

ar

g.

all

re

m

we ne

th.

en

ıld

ses

of

a a

be

old

so I I

es-

to

me

, is

ind

ing

van

hin

the

tor,

nev

Dr.

za-

like

om

op

the

ited

rust

, of

nan

as

wn-

da

ood

for

the

erin-

1953

We got down to interpreting the area of Harrisburg, and so on, and we put in 29 parishes with their parish schools, the Central Catholic High School of Harrisburg, the Orphanage where I live, and from that the Catholic Youth Organization, the Catholic Youth Center of Harrisburg.

Now, what happened? All these were approved. Every application was approved and in this trust fund \$100 was ear-marked for audio-visual materials for each one of these schools and approved organizations. Thus we are getting \$2,900 per year out of the 1da Browning Fund for visual education!

## Go to Your Own People

Now, I just mention it to you, Sisters, who certainly could drop a word to some of those people who have not anything but cats and dogs to leave their money to. You could say, "Oh, wouldn't it be wonderful if someone with some money would leave a trust fund, like this one we heard about, established in Harrisburg by some non-Catholic woman whose name was Ida Browning. Wouldn't that be wonderful!" Maybe this seed you plant in your school in 1953 will pay off beautifully in 1960.

## Another Example

Something else happened to us. This is the second item that I want to mention, something else happened to us. About three months ago, one of the local newspapers in Harrisburg decided to help a man who is incurably crippled, and they put on a campaign for funds through the newspaper. Money was coming in rather slowly because there was not very much popular appeal. After all, they figured, he is incurable—what can be done for him?

So a reporter called me and said, "Father, I've done some favors for you, you haven't given me anything towards this fund." "Oh, all right, Joe," I answered, "don't fight with me, how much do you want?" He said, "Well, the X-ray examinations will cost \$50." "All right, you've got yourself \$50. What else do you want?" "Well," he said, "we have to transport him by plane, that will cost \$32." I said, "All right, I think we can raise that much through the children."

We set aside one day and called it the "Help Hendricks Day," in our little school where we care for 68 girls between 3½ and 16. On that day these youngsters worked chores. For instance, they took all my shoes and shined them. They charged 20 cents a pair. I could get it done downtown for 15 at most. They really knew about inflation because my bill I think was \$7 alone. They did special jobs, washed the windows in the school, did special chores for the Sisters, putting papers in the dressers, etc. And what do you think they earned beside what they could take from the people at the door? No one got through our doors for a week that did not have to contribute something to the "Help Hendricks Fund." They collected \$74.50 which they presented to the five-year-old daughter of Mr. Hendricks and the picture appeared on the front page of the paper. Yes, you guessed right, the Fund skyrocketed to \$2,000 within 48 hours.

## Offer of TV Set

The editor of the paper immediately called me and said,



to heighten your choir's performance . . .

## MOORE CHORAL GOWNS

Every occasion is a choral triumph when your choir appears in the splendor of beautiful Moore Choral Gowns! These graceful, colorful Robes add elegance, drama, new interest!

Illustrated here is The Melody, popular choice for some of the nation's outstanding choral groups. Many new designs in rich, appropriate colors and gorgeous fabrics. Write today for complete information, free Choral booklet JS Fabric and Color Selector. Or write for sample Gowns; no obligation.



## E. R. MOORE CO.

932 Dakin Street, Chicago 13, III. 25-34 Jackson Ave., Long Island City 1, N. Y. 1908 Beverly Bivd., Los Angeles 57, Calif.

-also makers of caps and gowns . girls' gym suits -

"Father, we can't take money like this from your kids. We're going to buy you the biggest television set in town." And I said, "It's very nice of you Mr. Russell, but I can't accept that. You see the Knights of Columbus sponsor the audio-visual program at the school and this comes within that area, consequently I can't accept it. But some day we'll ask you for a little gift that will run about that much"—and I have a good idea how much a 21 inch set will cost him. "So," he said, "Well, very well, you can have that from me any time you want."

## Use Imagination and Ingenuity

The third thing I want to mention if I can on a Catholic program such as this is that the Rotary Foundation has considerable money and recently, I sent a prospectus to them from Silver Heights Home for Girls expecting to receive a grant of \$500, and they approved a grant of \$2,000 last Monday. You, of course, have to have the permission of your pastor and maybe your Bishop in some cases and the approval of your superintendent of schools. But there definitely are sources of revenue for any audio-visual aids program, or any other program that you want to put on. All we need is to analyze, I think, the appeal that will work. After all it is God's program, isn't it, and He will give us the imagination and ingenuity with which to reach the objective and that is the optimum in the equipment and the materials needed for the education and training of all children entrusted to our care.

Now, if there is nothing else to be discussed, I will be pleased to close this meeting with a prayer.



Panelists, left to right: Sister Mary Adelbert, C.PP.S., Principal, St. John Baptist Elementary School, St. Louis; Sister Wendeline, O.S.B., Villa Madonna College, Covington, Ky.; Rt. Rev. Msgr. Carroll F. Deady, Ph.D., Supt. of Detroit Catholic Schools, and panel chairman; and Rev. R. J. Bishop, S.J., Director, Film Library, St. Louis University, St. Louis, Missouri.

## DIOCESAN FILM LIBRARIES

## A Panel Discussion

Monsignor Carroll F. Deady, Chairman: The subject of film libraries will be of interest to all of us because we can proceed only as far as our money will allow us. Through the coordinated efforts of many people the cost can be reduced. It's a case of money for films, and any way in which we coordinate and save money, we are going to extend our properties.

In our film library, unless we have the money, they can talk all they want about theories, demonstrations and all the rest, but it costs money. It is through the coordinated efforts of film libraries that we can have films to use. Film is something like a book on a library shelf, no good unless it is in use. The film is no good unless it's in use and the oftener you use it the less expensive it becomes and therefore the more widespread the good that it is going to do.

## FILM LIBRARY at Villa Madonna College

By Sister Wendeline, Villa Madonna College, Covington, Kentucky

I FEEL VERY SMALL here at this very large convention and as I just told Monsignor Deady, I come from a very small area and a State that is usually considered slightly backward in the educational field. Yet I shall tell you a few things that we have done. Villa Madonna College Film Library is the first Catholic film library, I believe. We began in 1946. At that time a number of the Sisters felt that it would be to our advantage to have films of our own rather than to rent from the University of Kentucky which many of our schools were doing at the time. We thought if we pooled that money we could have films of our own and finally have a library that was worthwhile. But what can Sisters do without the priests? So one of the gentlemen from Britannica Films came to our assistance. He said he would talk to the superintendent of schools who asked, "Well, that's fine, but when do we get the money?" That is what we had thought, too-how would we get the money? We did not know either. Then there was the question of enlarging the library.

We went to Villa Madonna College and the dean said he thought it was a good thing. But since our college was teaching teachers and if the teachers knew how to use the films, this was the place to put the films and probably the college could help finance the library.

## Start with \$2,500

The dean gave \$2,500 to start the film library. That was our beginning. Now, I do not believe that you could begin with less. In 1946 we purchased about \$2,000 worth of films and just started to use them in the library and also in a few schools that knew of the project, so that we could have a little publicity on it.

The library, as such, was not open in 1946, but during that year we talked about it at the teachers' institute. Demonstrations were given. All of us who were interested in films told how much our students learned over those who did not have films and so we built up a kind of pressure group among ourselves making everyone feel that this was the thing to do because we felt that it was.

## Cooperation of Schools Secured

In the beginning of 1947, we formed a plan we felt was feasible. We asked that the schools assess the children 50 cents per child for the use of films during the year. That may sound a lot, but is it when you know that children go to the movies several times a week? It does not amount to very much at all, does it? Fifty cents a year really is not much. But that depended on the pastor, whether he would permit the children to be assessed. We did not say every school had to do it. The superintendent of schools did not come out and say everybody must, our diocese does not operate like that. We try to get the good will of our people and we find it means a lot more if we do. So that is the way the library was begun.

Every school, then, that wanted to belong assessed their children 50 cents. It turned out we came up with sixteen cooperating schools. At that time we had about 50 grade schools in our diocese and about 20 high schools. Note, though, that sometimes there are only six people in high school, as we are in a rural area. Another provision was that whereas we assessed the children 50 cents, 15 cents

The

upke

Sme

In t

in A

is no

Tha

If yo

pay

your

reall

nano

Boo

a lit

knev

that

that

feel

done

do r

M

We

not

it to

up t

it or

take

for

leav

film

OHE

are

roon

the

chile

as n

ligh

roor

Cat

hav

ever

graj

cata

scri

with

N

N

was left in school and 35 cents went to the film library. The 15 cents retained by the school was used for the upkeep of the materials or for buying new materials in the school itself.

## Small School Has Access to Large Collection

Now, that is the way we continue to operate, charging the children and putting the money in the film library. In the beginning we started out with \$2,500. That was in August, 1947. Before leaving I checked to see what it is now worth. I found its present worth to be \$15,000. That is how our library has increased in a mere six years. If you are in a small school say of 50 children, then you pay something like \$22 for library service and have at your service \$15,000 worth of film. So you can see what really can be done through cooperation. So much for financing, although everybody is interested in that.

## Booking by the Library

ur

ky

15-

We

en

hir

205

150

uld

orth

and

ing

ate.

ted

DAE

of

feel

vas.

felt

iren

ear.

that

does

ts a

stor.

We

dent

ust;

the

nore

their

teen

rade

Note.

high

was

1953

As far as the bookings are concerned, the first year saw a little over 500 bookings in the year. Not many people knew about it. This year we were nearly up to 3,000, so that we have increased considerably in bookings. Maybe that is not too many for the number of schools, but we deltat we would prefer fewer bookings but have it well done—have well done what is done by the teachers. We do not have any entertainment films at all.

Most of our educational films are 10 or 15 minute films. We ask our teachers to take the film to the classroom and not take the children to a special room because we want it to be a real classroom situation. Let the children set up the material and then when you are ready for it, turn it on. If it runs five minutes—sometimes we have it run only five minutes and turn it off—you do not want to take your children to another room and run a machine for five minutes and then turn it off and go back. We leave lights on, if possible, at all times. With the newer films you can and that is the way we are trying to have our teachers use them in the classroom and just as you are going to use a blackboard. You do not go to another room for a blackboard. We feel it just as important that the film be used right in the classroom when needed.

Many times during the process of showing a film, the children are writing, answering questions that are put on the board. It is not a completely darkened room and we do not want it to be. It is definitely not for any kind of entertainment. [Note that for viewing television, so as not to strain the eyes, it is recommended that subdued lighting be left on in the room. In other words, that the room be not in total darkness.]

#### Catalog Issued

Now, about letting people know what we have. We do have a catalog. The first time, the catalogs were sent to every pastor in the diocese and to every principal. I have a sample of it here if you want to see it. It was a mimeographed sheet that was sent out the first time. We think we have come a long way from that first one. In that catalog, was a listing of the films and a complete description of each film available through the library. Along with that service regulations and what it meant to be a member of the Villa Madonna film library.

## Choosing Films for Purchase

Now how do we choose our films? We have a film library committee. There are four communities cooperating in our college. The Sisters of Notre Dame, Divine Providence, Sisters of Charity of Nazareth, and the Benedictines. We asked two of each of these communities to come together

MAYLINE



# FOR YOUR CLASSROOM SPECIFY MAYLINE PRODUCTS

The Standard table is ideal for drafting, commercial art, and general drawing purposes. This reasonably priced table is worthy of your further in terest and inquiry.

Another popular table is the Master with pivot point at the front edge of the board.

## DRAFTING AND ART CLASSROOM TABLE

Available in combination as shown, table only, table with tool drawers, or table with board compartment. Your inquiries invited.



Mayline Products Are Soundly Engineered Products.

## MAYLINE COMPANY, INC.

formerly ENGINEERING MFG. CO. 603 No. Commerce St., Sheboygan, Wis.



MAYLINE





The repetitious study that is so much a part of learning to spell and use words correctly need not be dull, monotonous, and tiresome! Instead your classes will hum with enthusiasm and activity once your pupils begin to study in these books:

"FOLLOWING WORD TRAILS"—Grade 5

"GUIDEPOSTS ALONG WORD HIGH-WAYS"—Grade 6

"EXPLORING WORD LAND"—Grade 7

"ADVENTURES IN THE WORLD OF WORDS"-Grade 8

In place of the pupils going over the combination of letters which makes up each spelling word in a dull routine way, the WARP Method provides five interesting and memorable ways to make words live in the minds of your pupils. Order the SPELLING REVIEW-WORKBOOKS needed for your classes at once.

Warp's Review-Workbooks are available in all subjects for Grades Five, Six, Seven, and Eight.



November, 1953

CATHOLIC EDUCATOR

on a particular day. Beforehand, of course, the film librarian gets hold of the films she would like the people to evaluate. She studies the catalogs and any other available aids to securing good films. She sees that they do, to a certain extent, correlate with the curriculum; but not being an expert herself in the field of elementary and secondary education, she depends upon this committee to take care of that. Then the people on the evaluating committee say whether or not they would like to have a particular film put in the library.



Grade two pupils work the filmstrip projector for Sister Mary Fleurette, R.S.M., St. Mary's School, Lake Forest, Illinois, as she conducts a lesson in the social studies.

## Contract with University

As I told you, it was the teachers who wanted this from the beginning and we had been getting films from the University of Kentucky. Sister Lillian, who really started the library, had had quite a bit of business with the University of Kentucky and she did not like to see the Sisters lose the use of all those films which they had been getting from there. So she made a contract with the University whereby we could get films, at a special rate, for circulation through our film library. That service is continuing. Thus, teachers do not feel they are cheated in that by belonging to our film library they would lose the service of the University of Kentucky Film Library. They have been very fine in cooperating with us. Admittedly we pay a fee but it is very nominal compared to the fee we were paying, each school, per loan.

The Film Library Committee responsible for evaluating and selecting of materials tries to coordinate the film with the diocesan curriculum. They try to find films that will stimulate thought as well as impart information. One thing that we are very careful about is that the Catholic objectives in education are always followed.

## St. Louis University FILM LIBRARY

By Rev. R. J. Bishop, S.J., Director, Film Library, St. Louis University, St. Louis, Mo.

THAT WAS A SPLENDID rendition of what the Sisters are doing down in Covington. I do not think I have such a good story, but I shall tell you what we are trying to do at St. Louis University and in the Archdiocese of St. Louis.

I think a person who starts a film library has to have a lot of courage. I do not claim that I have that courage myself, but I had strong support in the Sisters of the St. Louis area. If there is any group that is going to put over a film library-a film project in a diocese-it is the Sisters. The pastors will come in later, I think. They are not ready right now on the whole.

we h

little

mime

the s

catal

expar

Dete

coop

woul

and

back

etc. "You

meel

ing

over

36 s

coop

strip In

bers in 1

I w

stav

said

gray

a th

Tha

up 1

hap

000

fact

the

will

are

how

rea

a y

Gr

hav

a r

Ou

one

cia

and

am

ar

the

list

fail

mo

Ci

sch

the

pas

str

yea

No

W

## Fear to Start Film Library

There is a fear in starting a film library. One thing is that you worry about the fast progress being made. I suppose you know the Bing Crosby Enterprises are now working on a patent tape recording process whereby the schools can use television correctly in the classroom. You plug your television set into the ordinary outlet in your classroom and through it picture and sound, both reproduced from magnetic tape, would be seen and heard. All you will then have to do is to get a reel of magnetic tape from a film library for reproducing through your tele-

As you know now, you can get a pretty good television set for about \$200. With that in your classroom, you would be saving projection expenses and you do not worry about breaking film. That is going to be a very simple process. That would be a fear. I thought of that six or seven years ago, when I began the film library at St. Louis University.

## Interest of Schools Needed

Another fear is the lack of interest on the part of schools. If you do not have interest in the things that you are trying to circulate, among your constituents, you will find that the whole thing will fall away in a short time. You cannot force a film library.

The third fear is that of finance. As you know most of the people here take the vow of poverty and they have to expect other people to donate. I suppose as Sister said, \$2,500 would be an absolute minimum for beginning a library. I started with \$5,000, and I had to get \$3,000 of that from the University proper. Getting that from the rector when he was interested in building was no easy task. I made many promises which I have not been able to keep all the way.

I am going to tell you just briefly how we work the film library. It is not particularly a diocesan venture except that it services the Archdiocese of St. Louis and the Diocese of Belleville, which is just across the river. East St. Louis, of course, is the large city there.

#### Our Beginnings

I had a meeting with about 300 supervisors and teachers in the course of a summer session about 1946. (I was surprised to know that we started about the same time as Villa Madonna College.) I had such a fine reaction from the Sisters that I felt impelled to go about my job to get a film library started. So I ventured to ask how many would be interested in beginning a film library, and would they be willing to cooperate, say at \$25 a year? Of course, almost every hand went up.

There I was inspired at the end of the summer sessionjust full of all that vigor-and then, as Sister told you too, one of the Britannica men came through from Chicago. I shall never forget him. He said, "It's about time the Catholic schools got started in this." He said, "I'll sell you 75 films and you can pay for them over four years." I was happy to begin such a project as that so I agreed. I must say he was the spark in this thing, after we had this fine cooperation from the Sisters. That was a meagre beginning

At the end of the first year, that would be June 1948,

which is capable of recording and playing back sound only.

Note: A tape play-back mechanism will, of course, be needed also. This is not to be confused with the ordinary tape records

we had 102 films and 312 filmstrips. That was a nice little nest egg and we were pretty proud. We had a mimeographed catalog which had been circulated to all the schools. We did not dream of having a nice printed catalog later on, nor did we know just how we could expand because the finances were so poor.

## Determining Fees

ot

of

hat

ort

ive

id,

g a

of the

asv

ble

the

ex-

and

ver.

ich-

was

ime

job

how

arv.

ear?

on-

too.

10. I

tho-

1 75 was

must

fine

948

eded

ly. 1953 We had originally planned to charge \$25 a year for a cooperating school. After the first month I found that that would never do, so I hurried out a card to the schools and asked if they would be willing to pay \$35. We got back about 35 cards from schools interested in this project. \$35 was not enough. The Britannica man said, "You're foolish, Father, you won't be able to make ends meet." Of course, I was just figuring the income, overlooking the buying of new materials and the overhead. The overhead is considerable.

Well, I finally got it up to \$50 and I found I could get 36 schools in that first year who would pay \$50 as the cooperative fee. That permits them to use films and filmstrips, three films at one time and five filmstrips.

In the next year, 1948-49 we had increased our membership to 59 schools and I was quite proud. We fell off in 1949-50 and I had just a little heart sink. Therefore, I wrote a letter to the schools and asked if they would stay with me and I got back so many nice letters that I said, "I'm going to stay with it." You do not know what gray hair you will get. You will lose your hair in fact, from a thing like this. We went down to 51 members from 59. That is not a good year at all. The following year we went up to 64 and then in 1951-52 we reached 76. Now I am happy to report that as of July 1953 we have 110 schools cooperating. Mind you, we are not making money! In fact, about two-thirds, only, of my expense is paid from the \$50 fees. I found, however, that the schools are not willing to go much beyond that. In fact, some of them are complaining about \$50 a year. They do not know how much films cost, of course, those who do complain. If they had to go their independent way, they would realize you could not touch very much for the sum of \$50 a year.

## Growth of Library

Our library has grown. For example, in June 1948, we had 102 films and 312 filmstrips and in July 1953 we have 354 films and 882 different filmstrips. That is quite a nice collection, and we have chosen them very well. Our system of choosing the films is not so good as the one Sister Wendeline has mentioned. We seem to appreciate the fact that the big film companies like Britannica and Coronet can give you lists of the most popular things among the teachers. I like to feel that the teachers have a pretty good idea of what is good in the classroom and their opinion is worth much to me. So I watch those lists and I get the most popular numbers and I have not failed so far. That is, everything I have in the the library moves. I am quite proud to say that.

## Circulation of Films

Now, as to circulation. You may wonder how often the schools use these films. In the first year we had 904 films go out of the library, 752 filmstrips. That jumped up in the second year to 1,619 films and 2,051 filmstrips. The past year the circulation was 3,585 films and 3,964 filmstrips. The filmstrips, by the way, picked up in the past year. We had better circulation, I am glad to see. They

# Changeable Letter Announcement Boards



Style No. 120



SUITABLE FOR MENUS, DIRECTORIES, BULLETINS, etc.

Frames in wood or metal.

Also cork bulletin boards.

Write for catalog featuring many styles and sizes.

Style No. 35





are less expensive, if you want to put that first, and they

are very good teaching tools.

Our average monthly circulation in January was 405 films. Now, if you broke that down for 110 schools, that would be about four films per month. That is not very much. That is not a good picture as an average. However, there are some schools that use the films much more than others. Sister Adelbert will tell us that part—how much they use the films—but I want to tell you before she gets up here that St. John the Baptist School in St. Louis uses more films and filmstrips than any single institution. Last year they used 180 films. If we figure the average cost of rental at only \$1.50 per film they would have the worth of \$270 at the actual cost of \$50.



Sister M. Rosanne, S.S.C., Guadalupe School, Clovis, New Mexico, is teaching art to a class of third grade pupils from Chicago. Her filmstrip projector is in readiness.

## How a School Benefits

Another breakdown: A school using the ordinary number of about 70 films would be receiving approximately \$110 worth, and the school which used the least number—50 films—got at least about \$75 worth. Thus, there is not a school in the whole St. Louis area using these facilities that is losing money on the basis of \$1.50 per rental. I venture to say you cannot get films for a rental of \$1.50, very readily.

To conclude, in our film library catalog we use the Dewey Decimal System for classification. This gives you a pretty good idea of the numbers of films we have in a certain area and facilitates ordering. But that is something for Sister Adelbert, who is at the receiving end of

the library's activity, to discuss.

## WARD'S RENTAL SERVICE

- CONFIRMATION ROBES AND AC-CESSORIES . . . Attractive sample outfits for boys and girls sent on request.
- ACADEMIC CAPS, GOWNS AND HOODS... On rental or purchase basis.
- CHOIR ROBES . . . On rental or purchase basis. Catalog free on request.

The C. E. WARD Co.

Dept. C

New London, Ohio



## USING THE FACILITIES of Our Film Library

school

materi

He or

correc

teach

teache

visual

about

their

learni

tees I

In-Se

to ha

mean

we at

jector

Thro

teach

scree

the s

use.

to de

selec

to th

educ

Con

ested

asser

schee

the e

mucl

teacl

we g

film;

By t

our

re-u

g000

stan

four

high

our

attit

succ

able

den

con

WOL

pro

All

Filr

rial

hap

the

and

has

No

B

T

It :

By Sister Mary Adelbert, C.P.P.S., Principal, St. John Baptist Elementary School, St. Louis 16, Mo.

Just as the successful business man is alerted to new and more effective methods of business, so too, the modem educator, cognizant of the multiple approach to learning must use every available means to improve his teaching techniques.

## Library Is Professional

Since the Catholic Schools in the St. Louis area do not have access to the splendid facilities of the public school film library, the St. Louis University Film Library has come to our rescue. The University library can be evaluated as professional, and in serving us, it is economical and practical.

It is professional because it makes every effort to purchase films geared to our curriculum. This is a very important factor since it aids, to a certain extent, the correct use of audio-visual materials by the classroom teacher. When a film library supplies materials that implement the curriculum, the teacher is more inclined to use them correctly; namely, as tools that help her attain her specifical goal—help her teach. We have found that the cultural and general educational value of these films make excellent tools, helps for the teacher to have at her disposal for motivating and enriching learning as well as for planning correlations with specific curriculum areas.

## Library Is Economical

The library is economical for us to use. We, Catholic educators, are seldom lacking in ideas and enthusiasm, but we are usually lacking in the necessary funds to inaugurate, or carry on desired programs. Cooperative membership in the library entitles members to use both films and filmstrips for the nominal fee of \$50 per year. Through experience with the rental system of films, our expenses easily range in the hundreds of dollars, even with minimum use.

## Teacher Appreciates Practical Quality

The busy classroom teacher appreciates the practical quality of the library. The films and filmstrips are conveniently catalogued with supplemented sheets if new material is added during the year. The library is well organized and has an efficient booking system. It is often a case of last minute booking, but for best service, we order materials several weeks in advance. Booking for the entire year in September is unsatisfactory, since it does not permit a flexible teaching program.

Without a doubt the film library is also practical in helping us save time in teaching, as audio-visual materials are a means by which a child can grasp a greater fund of information, with deeper understanding and increased retention. Even difficult topics can be taught in a short time. Proper preparation on the part of the teacher enlists the pupil's attention so that even minor details are remembered. We find too, that the pupil's life experience is enriched beyond his present physical horizon. No country too distant, no mountain too high, audio-visual reaches everywhere and brings every imaginable experience into the classroom.

## Teacher Holds Key Position

If we want an effective audio-visual program in our

schools we must have clear objectives and well organized materials. The teacher, however, holds the key position. He or she is the pivotal point around which revolves the correct use or the abuse of audio-visual aids. Teachers teach us as they are taught. When adequately instructed, teachers can use profitably increased numbers of audio-visual materials. On the other hand, a lack of information about existing materials at their disposal, a lack of skill in heir use, undoubtedly prevents their maximum use as a learning aid. The best prepared educational film guarantees nothing when used as a show.

## In-Service Training for Teachers

It is not possible nor is it necessary for each teacher to have formal training in audio-visual education. As a means of insuring proper use of audio-visual materials, we at St. John the Baptist School use the in-service training for our teachers. The "know-how" of operating projectors of any type can only be acquired by "doing." Through the school faculty meetings we acquaint the teacher with the equipment available, projectors and screens that can be used in the individual classrooms or the special room equipped permanently for audio-visual use. The over-all objective of these faculty meetings is to develop in the teachers the ability and disposition to select and use teaching materials that are appropriate to the age level of the student and nature of the specific educational objective sought.

## Coordinator Is Appointed

is-

as.

lie

m,

gh

ses

cal

en-

rial

und

als

in

a

ials

sed

ort

ists

re-

nce

hes

the

our

953

We also appoint a coördinator, a teacher who is interested and has leadership. The coördinator takes care of assembling orders, checks orders in and out, and keeps a schedule on the bulletin board which period of the day the equipment and special room will be in use. This saves much time and confusion.

Then too, we have demonstrations of techniques by teachers who use audio-visual materials skillfully, that is we go through the motion picture procedure: preview the film; study the guide book; motivate the class; project the film; evaluate during the discussion period; re-use. By the re-use of a film, I mean use it again during the class period, the next day or as often as the film fits into our lesson plan as a constituent part of our program. The re-use of any type of audio-visual material is essential to good teaching. This is a sound principle both from the standpoint of educational psychology and philosophy.

By re-use I certainly do not mean use a film in the fourth, fifth, seventh grades and again in junior year in high school. This type of re-use has caused a difficulty in our school. The teachers have tried to build up correct attitudes toward learning, but I feel we have not been too successful in this area. The films are evaluated as suitable for elementary, junior, and senior high school students. No teacher has violated any rules, there is just a conflict in the use of materials. If the audio-visual materials would be evaluated specifically for a certain group our problem would be solved.

## Allotment Time a Difficulty

Another difficulty we have with the St. Louis University Film Library is the short allotment of time on the materials. Re-use of a film is sometimes impossible. It has happened, on one or another occasion, that we returned the material unused, as it was impossible to preview it and make proper class preparations.

On the whole, the St. Louis University Film Library has been an asset to the schools in the St. Louis area.

## PAN AMERICAN UNION

## PUBLICATIONS IN SPANISH

- AMERICAS, a monthly illustrated magazine on the life of the peoples in the Americas. Separate editions in Spanish, English and Portuguese. 1 year \$3, 2 years \$5, 3 years \$7.
- REVISTA INTERAMERICANA DE BIBLIOGRAFIA, a scholarly triannual containing articles, book reviews, notes and selected bibliographies pertaining to Latin America. I year \$3.
- PANORAMA, a quarterly reprinting recent articles on general cultural subjects in original language from authoritative publications of the Americas. 1 year \$2.
- ESCRITORES DE AMERICA, series containing selections from outstanding writers: Abraham Lincoln, 50¢; José Martí, 50¢; Rubén Darío, \$1; Justo Sierra, \$1; Gómez Carrillo, 50¢; Poetas Precursores del Modernismo, 50¢; Gabriel René Moreno, \$1.
- LA FILOSOFIA LATINOAMERICANA CONTEMPORA-NEA. 1949. Selections from the philosophical literature and thought of the Americas in the twentieth century. Extensive bibliography. 370 pp. \$1.50.
- Also many inexpensive publications in English, Spanish, Portuguese and French. Free catalogue on request.

## PAN AMERICAN UNION

Washington 6, D. C.

Catholic educators throughout the country endorse these compact, well written, low-priced OXFORD textbooks . . .

## VISUALIZED CHURCH HISTORY

• by SISTER MARY LOYOLA VATH, O.P., Ph.D. (1952 edition). This revision of a widely-used textbook includes the most recent developments in the history of the Church. The text is supported by outstanding visual material and a wealth of challenging texts.

## Net, paper 90¢; cloth \$1.65 VISUALIZED PROBLEMS OF AMERICAN

• by KENNETH D. HART, edited by REV. CHARLES G. McALEER (New 1953 edition). Fully up-to-date, this popular text stresses the Catholic viewpoint on such problems as marriage and divorce, labor relations, and education. Abundant thought questions, objective tests, visual aids.

Net, paper 90¢; cloth \$1.65

**DEMOCRACY - - Catholic School Edition** 

## VISUALIZED CIVICS -- Catholic School Edition

• by CHARLES E. PERRY and WILLIAM E. BUCK-LEY; edited by REV. CHARLES G. McALEER. A wellrounded, simply-written text designed for the 8th or 9th year class in community civics. Original cartoon-illustrations enliven the written matter. Many exercises are provided.

Net, paper 75¢; cloth \$1.44

Write for our new 36 page descriptive catalog.

## OXFORD BOOK COMPANY

222 Fourth Ave. New York 3, N. Y.
1923 — OUR THIRTIETH YEAR — 1953

Hovember, 1953

CATHOLIC EDUCATOR

Today more than ever before Catholic education is being challenged. If we teachers use every available means to improve our teaching technique, we need not step aside for anyone. We can accept the challenge and send Catholic men and women of character into our future America.

# Increasing Teaching Effectiveness Through TAPE RECORDINGS

A Panel Discussion

## SPEECH AND ITS IMPROVEMENT

Sister Mary Reginia, C.S.S.F.
Good Counsel High School, Chicago, Illinois

School use of sound recording equipment is not exactly new or revolutionary. Teachers have long been aware that it offers a wide variety of instructional and performance-evaluation applications. These are afforded in no other way with the same economy of teaching time and effort.

## Tape Recorder No Longer Innovation

Tape recorders are no longer innovations in school. In general, they have become indispensable aids to instruction. The chief functions of the tape recorder in the classroom are to reinforce the learning process by an emotional as well as an intellectual experience; to motivate further learning and action on the part of the student under the guidance of the teachers; to develop a discriminating attitude which is a valuable asset in the student's daily life.

There are various types of advantages in tape recording for speech training. From a physical standpoint it appeals to the senses. For example, we can teach basic concepts about "The Life Cycle of Insects" by using verbal techniques exclusively, but audio aids provide concrete experiences which enrich learning. It has been demonstrated time and time again that students' verbal expressions are not always reliable evidences of knowledge. Related sensory experience acquired through devices such as tape recording help them to not only get but retain the content studied.

## Secures Attention and Holds Interest

In recent years the tape recorder has proved that one of its most remarkable qualities is its power to hold interest. Read a quotation from a book and a class squirms; play it on your recorder and the most troublesome student listens intently. Psychologically, it could be explained by mere novelty with some groups and as such the interest would wear off. But because this audio aid continues to hold attention, interest, therefore, may be classed as one of its greatest advantages.

The most effective learning takes place when the students are interested or want to learn. Since this device, when used as an integral part of the instructional process, does expose the students to a flood of new concrete experiences, it should be utilized more than it is. We all know the old saying: You can lead a horse to water, but you cannot make him drink. We may lay before the students a table rich with educational food, but we can-



Disc

reme

Whe

befor

bette

succe

ety i

in te

lation

are f

Stro

At

in th

may

pictu

and

succi

A lesson in health at the intermediate level was demonstrated at the CAVE Convention by Mother Anna Joseph, S.S.J., Immaculate Conception School, Hannibal, Missouri.

not make them learn unless they really are interested and want to eat.

Both time and space can be eliminated. Excellent speech models long deceased or from distant places can be heard directly. The value of this first hand information is not fully appreciated. There is as much difference between hearing a person directly and reading his material as between any first and second hand article. Records can bring to life Tschaikovsky, Liszt, or Rachmaninov and thrill the young hearts to supreme happiness! Television renders Goethe, or O'Neill, within reach of anyone who is able to avail himself of a receiving set. But eliminate the music and the picture and the naked word remains standing in its monotonous regularity on a printed page, particularly so if the words are of a serious nature, such as history, classics, and the like.

#### Voices Become Realities

Voices, speeches, and discussions between great personalities can all become realities. Was not the MacArthur speech on his return from Korea, President Eisenhower's inaugural address, Queen Elizabeth's coronation message of world wide importance and history in the making? Now if we can have recorded and have the students hear the actual tone of the speaker with the important pauses, inflections, sounds, vocabulary, modulations that make a speech so human and personal, these historical addresses will become much more vital to the adolescent.

## Students' Own Voice Needs

Now whether these recordings be of famous personalities or the students themselves, depends upon the problem at hand. Until the students hear their own voices faithfully recorded they have little incentive for speech improvement and they certainly lack altogether an understanding of their own real voice needs. Moreover, few persons who have heard their own voices are satisfied with them, and lack of satisfaction is the first great motivation for improvement. Once the students are able to hear their own voices objectively, they will listen eagerly to a diagnosis of either teacher or companion. After the critical scrutiny is made, work is prescribed-exercises to improve quality, pitch or control. Subsequent recordings will help students evaluate their own progress. In this way, many slovenly speech habits can be detected and corrected by the students themselves if they have the opportunity often enough and long enough to hear how they sound.

## Discussion Stimulates Improvement

Some hindrances to clear and correct speech, while not sufficiently pronounced to require the services of the remedial teacher, become very significant when recorded and discussed. Simply recording a student performance and playing it back, however, does not add much to his improvement; it is the discussion that does.

A tape recorder is one means of giving students a criterion of a good speaking voice and what vocal qualities are considered either socially obnoxious or detrimental. When students realize that despite perfect arrangement of content in public speaking, they can be unsuccessful before an audience because of vocal delivery, they will better be able to sense the relation of vocal culture to successful and effective speaking. Recordings having variety in pitch changes, in inflection, in tone color are valuable in teaching speech improvement, and acquiring the modulations necessary to the ear as other punctuation marks are for the eye.

## Strong Emotional Appeal

ent

be-

rds

and

ion

ate

ins

ige, uch

lac sen-

tion

the

the

the

dunese

the

nali-

olem aith-

imder-

few

sfied

mo-

le to gerly the

es to

lings

this

and the

1953

Audio aid materials are also of strong emotional value in the development of desirable attitudes because they may be used to arouse the emotions and feelings. Motion pictures were used successfully during World War II by the Armed Forces to develop attitudes, create morale, and motivate behavior. Pictures, posters, cartoons were successfully used at the same time, on the home front to implement the buying of bonds and to support other

war measures such as food rationing, and the like. Often with the use of the magnetic recorder the students will reach a degree of proficiency beyond their expected accomplishments, all because they could hear how they felt as well as sounded.

A greater range and variety of subject matter can be secured by stories of the great works of literature, interpreted by the world's outstanding authorities. They depict deep sorrow, merry wit and humor, heartrending pathos and exhilarating joy. Students should be held responsible for the audio as well as the verbal aspect of the lesson if an outstanding work on literature is to promote attitudes, motivate behavior, and develop morale.

## In Creative Dramatics

In creative dramatics, a higher level of achievement can also be reached through the use of this educational device. Sometimes an individual fails to create the mood demanded in the situation and no amount of criticism brings improvement. Again, recording and playing back brings revelation and instant comprehension. "Oh, now I see what you mean!" and "You know, I thought I was talking like I was mad, but it surely doesn't sound like it,' are typical student comments. Additional recordings are used to enable the young actor to check his progress and secure emotional variations.

Audio aids are helpful not only to the individual, but they also have several social values. The recorder provides for contrast with other fellow-student voices. Poor inflection, bad timing, nuances of expression, and qualities of voice can be compared and criticized. The recording helps the students to evaluate their own voices in the light of the good and bad speech around them.

## **Catechetical Stories** for Children

BY REV. WILLIAM L. DOTY Teacher of Religion Cardinal Hayes High School, New York

PRICE \$3.25

Systematically Covers All Fundamental Lessons of Christian Doctrine Based on THE BALTIMORE CATE-CHISM.

"CATECHETICAL STORIES FOR CHILDREN will be found very helpful not only to instructors in religion, but also to priests who have to preach to children, for the short talks can be readily expanded into longer discourses. In the hands of children themselves, it would prove interesting reading, but the best effect, it would seem, is to be derived from oral instruction." — The Ave Maria.

JOSEPH F. WAGNER, INC. 53 Park Pl., N. Y. 7

texts and filmstrips designed for resourceful teaching and permanent learning

## WORD POWER THROUGH SPELLING

Lillian E. Billington, Grades 2 through 8. A spelling and language arts program.

## MAN IN HIS WORLD

Barrows, Parker, Sorensen. Grades 4 through 7. Complete and up-to-date geography.

## THEN AND NOW IN THE UNITED STATES

Clarence W. Sorensen. Eighteen filmstrips, all in color, for regional studies in geography.

## THE PAST THAT LIVES TODAY

Becker, Painter, Han. For high schools. World history for understanding today's world.

## SILVER BURDETT COMPANY

45 East 17th Street

New York 3, N. Y.

Offices in Chicago

Dallas • San Francisco

November, 1953

CATHOLIC EDUCATOR

Speech is the very warp of the social fabric; without it society would not exist. Education, business, world of politics, entertainment, or any other contact people have with one another is made primarily through conversation, consequently everything which we can do to improve speech results in more adequate social adjustment. Self-confidence, group co-operation, better speech habits, clearer thinking, and better self-expression are some of the personal rewards the participating students merit.

## Physical Advantages of Tape Recorder

The tape recorder has physical advantages as a classroom tool and teaching aid. Simplicity of operation is outstanding. Most recorders are portable. They can be bought at a comparatively low cost in comparison to the amount of work that can be accomplished with their aid. These recorders can be played back immediately and the recording can be repeated as many times as desired.

The tape recorder can be stopped or started at will. This provides invaluable discussion possibilities at the exact instant the impression is made. Magnetic recordings can be played over and over again if necessary, until all points in the lesson are cleared up and understood.



High School girls are shown ready for a lesson in social studies, at the CAVE Convention, which was conducted by Mother Colette, I.B.V.M., of Loretta High School, Chicago.

## Tape Recorder "Arrests" Time

Another permanency of the tape recorder is the possibility of radio broadcasts being recorded at a time unsuitable for classroom work. They can be "stored" for use whenever and as often as they are needed. Special holiday dramatizations, current event discussions, record of local happenings, and innumerable other programs can be written and recorded by the students of one room and later can be played back to other individual rooms or broadcast to the entire school by means of the intercommunication system, should the school plant include one.

Since the magnetic recorder can provide continuous recordings from a few seconds up to several hours, and any segment can be erased at will, the possibilities for oral work, discussion, evaluation, and self-improvement by students are limited only by the standards, imagination, and ability of the students and teacher. It may be said with certainty that the future of the tape recorder in education seems safely assured.

## BUSINESS SUBJECTS Use Tape Recorders

crip

I

typi

into

the

con

be

crea

cluc

Her

leng

ants

vita

mon

adv

Eff

cou

teac eral

area L

core

Baulatl

Amo

ness

the

dran

with

reco

beer

Law

Tap two

Tap

sour

sire

a sn

dran

busi

beer

lishi

Tap

In

of in

deve

orga

cord

The

hou

veni

sum

acce

and

senta

<sup>1</sup>L Mini

Nove

A

By Brother Leo V. Ryan, C.S.V., Spalding Institute, Peoria, Illinois

To the traditional reading, riting and rithmetic, business teachers can add another ingredient, recording. Within a short time the tape recorder has proven its effectiveness as a teaching tool. The art of tape recording can be joined with the imagination and initiative of the teacher to bring color, originality and variety to the classroom. As an aid and supplement to the teaching process, the tape recorder can be employed for more than speech and voice appraisal and discussion analysis, this instrument allows for a permanent record of professional and student presentations and releases the business teacher from much of the routine associated with repetitive teaching in the commercial curriculum.

The greatest use of the tape recorder in the business program can be found in the triumvirate of business education: shorthand, typewriting and bookkeeping, in that order. The vast enrollments in these courses present a desirable market, and the repetitive nature of the subject matter served is another determining factor.

## Dictation Tapes on Market

Shorthand presents an outstanding example of increasing teaching effectiveness through the use of the tape recorder. Here too we can distinguish between commercial tapes and teacher-class developed recordings. The shorthand tapes offered on the market have been produced by the Gregg Division of McGraw-Hill Book Company There are twenty-five tapes in the basic series presenting an exact transcript of the letters in the first fifty-four lesson of Gregg Shorthand Manual Simplified. The twenty-five double track reels present shorthand dictation ranging from 40 words a minute in the early lessons to 90 words a minute in later reels. Another series of ten reels has been produced containing twenty selections from Previewed Dicta tion, employing the one-minute speed forcing plan at speeds beginning with 60 words a minute and running through 120 words a minute in the last two reels.

## Tapes Assure Speed and Voice Uniformity

In shorthand these tapes release the teacher to write dictation with the students, assures speed and voice unformity, allows an opportunity to observe student practices and directs increased attention to individual differences. The shorthand tape may be employed for make-up dictation, special dictation, functional dictation, review, extra practice, substitute, remedial and readiness dictation. These prerecorded tapes also allow for diversified dictation, paced dictation, testing, repetitive drill and minute plan dictation. Lessons are dictated by Louis A. Lesle, Madeline S. Strony, and Charles Zoubek, thus assumed diversification; paced dictation is achieved by varying speed ranges on the various reels: 40-50-60 in the first seven reels; 50-60-70, from reel 7 through 13; 60-70-90 from reel 14 through 19; 70-80-90 through 25.

## Actual Business Dictation Brought to Classroom

Actual business dictation might be brought into the classroom on the tape and the value of accurate trans

¹Claudia Garvey, "Dictation Tapes for Gregg Simplifie" Business Teacher (Volume 30, Number 3) December 1952-ju uary, 1953, p. 82; also "Gregg Shorthand Goes Audio" Businest Education World, January, 1953, p. 219.

cription more understood and appreciated as a consequence of employing this teaching aid.

In typewriting demonstrations by and interviews with typing champions may be recorded on tapes and brought into the classroom. The tape recording would capture the rhythm of the demonstration, a valuable but difficult concept to teach. Routine drills and direct dictation may be recorded. Where teachers must or desire to give increasing attention to individual differences tapes may be prepared to give time signals, directions, begin and conclude brief typing tests.

ng. eccan the

the

ith

12291

ess

in

ape

cia

ort

any.

ting

sons

-five

From

nute

pro-

eeds

120

write

uni-

prac-

iffer-

ce-up

iews,

ation.

licta-

inute

eslie

uring

rying

first

70-80

m

to the

trans

52-Jan Lucine

r, 195

Bookkeeping tapes have been less extensively developed. Here this medium of teaching effectiveness thrusts a challenge to every business teacher. Interviews with accountants and bookkeepers, "tricks of the trade," pep talks on vital aspects of bookkeeping and business skits are common experiences which can enliven an introductory or advanced bookkeeping class.

## Effective Use in Business Law, Consumer Economics

In addition to its value in the traditional business courses, the tape recorder can be an effective tool in the teaching of business law, consumer economics, and general business. These three courses constitute a specialized area in which this speaker is especially interested.

Leslie in his practical and useful guide-book, Tape Recording observes that

Business law is an area of business education in which almost all the teaching is of an oral nature. . . . The unavoidable emphasis on oral presentation in business law makes it a natural place for using audio aids like the tape recorder.<sup>1</sup>

Among the important uses of the tape recorder in business law, the prime value centers about the activation of the classroom lecture and recitation by student scripts, dramatizations, simple law cases, talks and interviews with lawyers, law enforcing officers, judges and sample recordings from court cases. Five prerecorded tapes have been prepared entitled: "Tapes for Teaching Commercial Law in High Schools." These are generally available from Tapes for Teaching Libraries now operating in twentytwo states. Teachers who wish recordings from the State's Tapes for Teaching Library must mail in blank reels of sound recording tape to which the presentation they desire will be transferred; whether this service is free or for a small fee varies between states. Business law skits and dramatizations have frequently appeared in professional business education journals. A list of similar material has been prepared in monograph form by South-Western Publishing Company and is available without charge.

## Tapes Bring Interviews into Classroom

In consumer economics and general business a variety of interesting projects involving the tape recorder may be developed. When a guidance or an occupations unit is organized within the framework of these courses the recorder can be used to bring interviews to the classroom. These may be used in a variety of classes, whereas the hour of the class or various sections may make it inconvenient to detain a visiting speaker throughout the day.

Among the uses planned for the tape recorder in consumer economics at Spalding this coming fall involves acceptance of radio time offered by a local radio station and developing the program on tape before studio presentation. Advertising can be studied by using recordings

<sup>1</sup>Louis A. Leslie, *Tape Recording* (Minneapolis: Minnesota Mining and Manufacture Company, 1953), p. 37.

of radio and television commercials. These are specially interesting when they can be tied in with the manufacturers description of his product. Speech development, discussion techniques and panel presentation of topics of consumer interest can be accomplished effectively through tape recording. These tapes may be used in the consumer course or used in other business classes. Good salesmanship as well as good buymanship plays a key role in consumer economics and general business. The sales situation, sales presentations, sample student sales talks and buying skits can be taken from real life or written to exemplify points in the classroom discussion. Businessmen may become a more integrated portion of the class program if interviews are prepared on tapes and used as topics warrant.

This presentation has been brief and sketchy; we can elaborate on some of these points in the discussion which follows. This paper has primarily considered some general values of the tape recorder, the use of prerecorded tapes with some suggestions for original adaptations of the tape recorder in various courses in business education.

The tape recorder is a teaching device of great potentiality; it is up to us to utilize this tool for greater teaching enjoyment and effectiveness.

## Use of the Tape Recorder in SOCIAL STUDIES

By Brother Raymond Glemet, S. M., University of Dayton, Dayton, Ohio

Many of you will, no doubt, be familiar with most practises brought up in this short five minutes. However, if I can give you one new idea to take home then the venture is really worth the effort.

We educators are looking for a stimulus for a larger process of education. I think we have it right here in the tape recorder: it brings the pupil into touch with reality, it provides active participation, it supplements the work of the teacher, and it gives variety to classroom proceedure. When we make use of the tape in social studies program we give the spoken word new life and reality; we encourage the student to think and to participate.

#### Discussion Recorded

The object here is to present some simple programs for tape recording purposes. Tape recording need not necessarily be made before the actual class session, but it can be used in coordination of say a unit on safety education with both teacher and pupil participating. After several days of study on this topic of safety it is advisable to put lead questions on the board such as: What is safety? Why try to obey safety rules? What can I do to make my home, school, city a safer place? Either have the students prepare written answers for the next day, or if the questions are the result of previous preparation proceed with the discussion and tape record. This should stimulate them to greater effort both in accuracy and general interest in the reports they make. Instruct each pupil to give his name. My name is --. I think that I should try to obey the safety rules because -

I have noticed that in such a procedure the pupils before being called upon will make efforts to improve upon written work which never would have been done had it been a recitation or a reading without the use of the tape recorder.

#### For an Overall Briefing

A social studies group may have to be divided because

# Joseph J. Wagner, Inc.

Publishers

53 PARK PLACE



CLEMENT J. WAGNER

JOHN F. W

ou

of

ler

thi

th

FA

wh

COI

wh

IN

Dear Educator:

Saint Joseph had a family to support and he did so by laboring as a carpenter. While the young men in our Catholic school system do have this "just man" as a model of what should characterize the Catholic father, and while our Catholic young ladies look to the Blessed Mother of this Holy Family, still there remain many and urgent problems which will face them and for which our Catholic educators must provide the answers. I am referring here to family money management.

It is true, as we are taught, that no family can live by bread alone; it is likewise true that our future Catholic homemakers must be able to provide bread and security for themselves and for those with whom God will bless them. To identify happiness with security is, of course, materialism; on the other hand, it is fatally unrealistic to feel that it is of no special concern to our Catholic schools to educate our Catholic youth toward successful family money management within the framework of Catholic moral principles. How many of our moralists place ignorance of money management high on the list of the causes of family break-ups!

None of this is news to you. I realize this. The whole point of this letter is to announce that finally something effective, something Catholic, can be done to prevent such problems before they begin for our future Catholic homemakers. I am, in publishing STRETCHING THE FAMILY INCOME by Robert and Helen Cissell, happy indeed to be a part of a book which I feel will be a real contribution to a well-rounded curriculum. The Thomas More Book Club has singled out this book as its November selection; Information magazine and The Homiletic and Pastoral Review have featured STRETCHING THE FAMILY INCOME in their October issues.

Readers of <u>The Catholic Educator</u> are familiar with the authors. They are the parents of finyoung children. Mr. Cissell is presently assistant professor of mathematics and family economics at Xavier University, Cincinnati, Ohio, and Mrs. Cissell is a former instructor in home economics. To me, this combination of an authoritative background and the hard-earmed experience of rearing a family of seven on a teacher's salary sets the book apart.

It will be obvious to you that STRETCHING THE FAMILY INCOME is a long-overdue relief to our Catholic families living in a straitened economy; it will be still more obvious to you, as educators, that this work will be a welcome tool in your efforts to provide full equipment for our future Catholic homemakers. The book was written by the Cissells with the intention that it be used in our classrooms. It is simply written; it is sympathetic; it is even hum ous. I am sure, once the book is opened, that it will become a part of the curriculum, the library — and it is one textbook, I am confident, which our future Catholic mothers and fathers will not lose. They will keep it because it will mean to them the tested and Catholic steps to the security and the happiness which the Cissell family has found.

Respectfully yours,

JOSEPH F. WAGNER, INC.

Clement J. Wagner, President

212

CATHOLIC EDUCATOR

November, 1953

# STRETCHING THE FAMILY INCOME

by ROBERT and HELEN CISSELL

Robert is Professor of Family Economics and Mathematics at Xavier University, Cincinnati, Ohio; Helen is former teacher of Home Economics.

## Only \$3.00 a Copy!



ld

ed

ue

How

S

ince

Lems

Œ

S

eel

c and

f fir

eco

in

rned

0 011

as

ment

ntio

hun

the

atho

nd

23 Chapters Combining
Unchanging Catholic Principles
with Down-to-earth Ideas on
Money Management for Full
Security and Happiness in Our
Catholic Homes.

## THIS BOOK IS NEEDED!

At this very moment the Catholic future of America is in our classrooms. Our Catholic educators know that too many of our students today will face desperate, heartbreaking problems of family finance when they become the Catholic parents of tomorrow. Our Catholic educators, concerned deeply with this inevitability, know that something must be done. Something has been done and its name is STRETCHING THE FAMILY INCOME!

This is a unique book in many ways. It is not a set of proposals which MIGHT work. It is not a pagan, materialistic work which is concerned with money management and nothing else. It is a Catholic work and it offers a complete set of money management principles which DID and DO WORK for the Cissells and all whom they taught.

## . . . Consider these early testimonials . . .

"It's about time that this kind of book was published by a Catholic firm."—REV. WILLIAM B. FAHERTY, S.J., Regis College, Denver, Colorado.

"Nothing, not even the budget booklets that fill the market today, go nearly so far as the Cissells in outlining the miscellaneous solutions that can add up to balanced books, and then some, at the end of the year. . . . Such a volume as STRETCHING THE FAMILY INCOME, sound and clear, could not have come at a better time."—PERSPECTIVE, U. S. A.

"We shall certainly use this in our Family Discussion Group and give it as a gift to young marrieds and to-be-marrieds. Thank you for publishing it."—Elinor A. Paul, Secretary, Cana Club, Queens, L. I., N. Y.

## SEE FROM THE CONTENTS HOW COMPLETELY THIS SUBJECT IS COVERED:

1 MONEY MANAGEMENT REQUIRES TEAMWORK

"Developing Experts in Family Buying"

2 BUDGET BY THE YEAR

"When Expenses Exceed Income—"

3 MODERN MERCHANDISING VERSUS THE FAMILY

"Let the Buyer Beware"

4 UNETHICAL ADVERTISING AND SALES TECHNIQUE

"You've got to Make up Their Minds!"

- 5 SWINDLING IS BIG BUSINESS
  "Don't be Gypped!"
- 6 MODERN CREDIT AGENCIES
  "Usury Becomes Respectable"
- 7 THE BOOM IN SMALL LOANS
  "Neither a Borrower . . ."
- 8 WISE BUYMANSHIP
  "Buying the Brooklyn Bridge is not Funny"
- 9 BALANCING THE KITCHEN BUDGET
  Don't Snub the Penny
- 10 STRETCHING THE CLOTHING DOLLAR
  "Everyone's Wearing it!"
- 11 BUYING THE FAMILY HOME How Much House can you Buy?
- 12 FURNISHING THE HOME Avenues of Saving
- 13 FAMILY RECREATION
  Hints for Fun at Home
- 14 BUYING LIFE INSURANCE
  Pros and Cons of Various Policies
- 15 SOCIAL SECURITY BENEFITS

  Don't Lose the Insurance You Have Earned
- 16 OTHER NECESSARY FORMS OF INSURANCE PROTECTION
  Investments in Peace of Mind
- 17 THE PRODUCTIVE FAMILY
  The Man Who Proudly Can't Drive a Nail
- 18 THE KITCHEN BARBER SHOP
  "If at First You Don't Succeed ..."
- 19 THE HIGH COST OF LIVING AND DYING
  Quack Medical Insurance
- 20 PREPARING TOMORROW'S PARENTS TODAY
  "As the Twig is Bent"
- 21 THE CUSTOMER IN THE SCHOOL CURRICULUM

Educating Against Financial Misery

- 22 THE CO-OPERATIVE
  "In Union There is Strength"
- 23 ACHIEVING THE FAMILY WAGE
  Adequate Family, Adequate Income

Joseph F. Wagner, Inc. . 53 Park Place, New York 7, N. Y.

November, 1953

CATHOLIC EDUCATOR

213

dent

of size or scope of work. However, an overall picture should be given to the class from time to time. Appoint a student to take charge of the recorder in another room. As students or spokesmen are ready have them individually record the report. It may be necessary for the teacher to edit material to conform to a time limit or to eliminate duplication. After this the consolidated recording can then be played for the entire class in a minimum period of time.

Then there are the community resource people. Have two or three capable students interview the mayor, city manager, industrialist, businessman with the object in mind to help the students in the civics class, or history or geography lesson realize new ideas and to have their lesson applied in a practical manner.

Tape recordings for use in history, civics, and other social studies are as yet not numerous, but a good start has been made. One source in Ohio is Kent State University where one may obtain at nominal cost as many as 38 different social studies programs on tape lasting for 15 to 30 minutes each.

## Taped Current Events Discussed

Historical events can be dramatized. Radio broadcasts of historical import can be taped and points easily explained in class. Time and distance factors no longer exist. Whether the event occurs within the community or out, the tape recorder enables the recording of these events. "The Chicago Round Table" for example is well worth the recording for use in social studies. Preserve these tapes of important contemporary events of future historical value. Classify them and use as reference material. For example: The inauguration of a president, the coronation of a Pope, the opening of congress, speeches of famous persons of contemporary history.

of famous persons of contemporary history.

Our Blessed Lord used "media" comprehensible to His audience in presenting His moral and dogmatic truths. Let us as Catholic educators emulate the master through teaching effectively for this life as well as the eternal one which follows.

(Demonstration: Lincoln's Gettysburg Address-a sample of work.)

This tape recording was made in class. Committees were appointed to get the correct historical background, to edit the material, and to appoint the speakers.

## **ENLISTING THE FULL SERVICES**

## of Your Audio-Visual Dealer

#### A Panel Discussion

Father Pius Barth: While audio-visual education has been emphasized during the past decade particularly, we know nonetheless that it is not something new. We are very happy that one of the pioneers of Catholic audio-visual education consented to be the chairman of our panel discussion this afternoon. Almost single-handed he organized the Parish Co-op Activities in the rural areas of our midwestern States. He has followed through in that organization to the very present. I think, therefore, we should give a well deserved round of applause to Father George Nell, the director of Parish Co-op Activities of Effingham, Illinois (applause).

## CHAIRMAN'S INTRODUCTION

ings,

mode

we u

these

good

shou

the o

ing t

Son

lems

publ

ware

take

the

posi

I

aud

som

you

fact

the

in a

-tr

clin

hel

stra

ster

der

rep

Se

an

thi

mo

ful

Th

U

FATHER NELL: I was wondering how it happened that I was asked to be chairman of this session. Now I realize it is because I have grown old, in this as Father says, and it is customary to make an old man chairman and then turn the business thing over to a moderator. So I am very happy to have had this opportunity of being the chairman and saying a few words before turning the meeting over to Mr. Morehouse.

The subject we have is "Enlisting the Full Services of Your Audio-Visual Dealer." I would just like to call your attention to the importance of the dealer in the Catholic field of utilizing visual education and audio-materials. It does not make any difference how much material the producers get ready for us, nor how good it is-it may be the very best material that we would wish to have-but unless somehow or other that material, from the producer and manufacturer, comes down to the notice of the Sisters and priests who are going to use it, it just is no good because it will not be used. Then only a little bit of it will come into circulation and the net result is going to be that the business man who is making this material for us will have to quit. Because unless he can sell his material, he is not going to do a continuous job. He will be able to make a few things and then when it does not pay he will

So, the manufacturer can have the best of intention, the best product, but unless somebody else steps in and makes that product known and available to the Sisters and priests it is just going to be a failure. That is why we have these dealers who know what the manufacturer has and who know what the Sisters and priests need. If we can manage to let this dealer be the pivot around which the producer works then we, who are in the field using this material, can know what is available, how it can be used to best advantage, how it can be spread around. That is what we are after.

I am delighted, therefore to have the opportunity to present this panel, who are mostly dealers, who know what the manufacturers have, who know what you Sisters and priests need. If we work with them, we shall be able to make full use of the wonderful material that is in existence at the present time. Mr. Morehouse, will you moderate this and take over from an old man, who is going to sit down and listen (applause).

Mr. T. Morehouse: We appreciate the opportunity to appear before this CAVE group, because we are aware of your interests in education. We have never seen in this business a more rapid growth of interest than has been expressed by your own organization. We feel that the cooperation you have already indicated to us should be repaid in helping you to understand all of the ramifications of this very wonderful field in which we are engaged. I think I should introduce the panel or perhaps agree to let them introduce themselves before we get on with our discussion. We are some dealers, some manufacturers and some producers.

I'm going to call on Mr. Crakes of Devry Corp. Mr. Crakes is known to all of us as an educational consultant. He is associated with a company that manufactures projectors.

#### MR. C. R. CRAKES' REMARKS

 $I_{\rm N}$  This discussion we shall refer to materials. By materials, we mean, of course, such things as motion picture film,  $2\times 2$  slides, film-strips,  $3\%\times 4$  slides, tape record-

ings, flat pictures, felt board materials, as well as exhibits, models, graphs, and charts. Those are the materials that we use in the audio-visual program. When you purchase these materials or think you want to purchase them, a good salesman from a good dealer can convince you you should purchase them. The question comes up, what are the objectives behind the purchase, or back of our wanting these materials?

## Some Unaware of Effective Use

at

ze

nd

of

ur

lic

It

ohe

SS

nd

ers

bd

it

be

us

he

to

ill

n

nd

TS

ıy

er

If

nd

ld it

ad

to

W

ers

le

st-

T.

to

ty

re

is

en

he

be

a.

on

ic

fr.

0-

re

d-

53

As I travel about, I find that has been one of the problems, both in Catholic educational institutions and in the public schools, that so many teachers are somewhat unaware of how to use most effectively the materials that are put into their hands. Now, they soon learn. It does not take very long; but in that process of learning, I think the dealer and the manufacturer are in a very strategic position to lend some good help.

I think that when a dealer salesman sells your school audio-visual materials, there ought to go with that sale some type of a service—if you desire it—which will help your teachers make better use of that material. The manufacturers of equipment, the producers of materials, and the dealers who sell these things, members of NAVA are in a position and most willing to offer this type of service—training programs; work shop activities, conferences, clinics, whatever you want to call them, to come in and help your teachers. This may be by means of actual demonstrations in the classroom, using an actual group of youngsters. Or having one of your own staff members put on a demonstration as well as a demonstration by the dealer representative or the manufacturer's representative—to present to your faculty some examples of good utilization.

## Services to Expect

I think you can expect that service and you have a right to expect that service from the manufacturer, the producer and the dealer. We on this panel stand ready to offer you this service on a nation-wide basis. I think you ought to more or less insist on some of that service, until you get fully started—that is if you need it. Some schools do not. They are well on their way to good utilization.

## Use Today's Tools

There is plenty of material and plenty of equipment. It is a matter of combining good equipment and good materials in the classroom as teaching tools. We, in the industry, like to present to our educator friends a motto by which we live in industry, a model which makes American industry the most successful in the world, which makes it possible for American manufacurers to turn out the finest products of the world. That motto is this: "You can't do today's job with yesterday's tools and be in business tomorrow."

Translate that into the class room, "You can't effectively train boys and girls to be effective citizens in this very complex age in which we live without using some of the tools that are born into this age, tools which are going to help you combined with the old tools, the traditional tools that are going to make it possible for you to turn out a better finished product, a boy and girl who can become an effective citizen in the world in which he will have to live. This panel comes to you with attempts to answer the questions you may have. If we do not have the answers this afternoon, we guarantee to find the answers and relate them to you.



The little boy washing his hands is demonstrating the addition of the kinesthetic to the auditory and visual method as Sister Mary Claver, R.S.M., St. Mary's School, Lake Forest, Ill., teaches grade three pupils a class in social studies.

MODERATOR: I am going to ask Mr. Ben Peirez of Viewlex, Inc., to say a few words on how you can determine whether or not you are dealing with a reputable, authorized dealer.

## MR. PEIREZ REMARKS ON THE RELIABLE DEALER

I would like to point out to you that there are all types of dealers. There are dealers who will come in and give you the demonstrations you are entitled to and the demonstrations you need—demonstrations in which you can actually handle the equipment. They will teach you how to operate the equipment—will come back at night, if need be. They come and demonstrate to groups in your schools. That type of dealer is a legitimate dealer.

## Dealer Must Make a Living

A legitimate dealer must make a profit or he no longer stands as a legitimate dealer—he would go out of business. The other type of dealer or person may come to you after the legitimate dealer has aroused your interest and has shown you what the audio-visual field has to offer you in equipment. Then he will offer a product to you at a lesser price. In other words, if this piece of X equipment is \$100, he says you can have it for \$65. Well, you will buy \$65 worth and you will not get anything else in return, because you will fast help drive out the legitimate dealer.

We recognize that a man in order to give you the service that you are entitled to must make a profit. If he can not make a profit he will not come back to you and you will have to go out and look for materials. It takes a lot of time to find materials that could be brought right to your door by the legitimate dealer who comes right into your school system.

#### Unfortunate Example Cited

I won't mention any names, but let me give you an example. We just had an unfortunate incident happen, of which my company was part. We received a letter from a Sister who wrote and told us that a man came in and claimed he was a representative of the Viewlex Co. and sold the Sister two pieces of our equipment and I believe another piece. From what I understand, he collected nearly \$200 from the Sister. He promised to deliver the materials to her. This was about 45 days ago and to this date the

<sup>&</sup>lt;sup>1</sup>This is business talk that means the dealer must make a living and pay his employees a living wage, as Father Nell says in his closing observations.

materials have not been delivered. We do not know who the man is; we believe that he used a fictitious name. We most certainly would like to catch up with that man and I believe the Sister would too.

This will tie in with what I have tried to tell you before. Be sure to do business with a legitimate dealer, give him a legitimate profit, get your legitimate service and you will have a most wonderful school audio-visual program.

MODERATOR: I am going to ask Mr. Alan Twyman of Dayton to present a few of the services which you may feel free to call upon from any legitimate dealer.

#### Mr. ALAN TWYMAN SPEAKS ON SERVICES

Those of us in this business feel we are altogether a service organization, not only in that we are able to show you a selection of equipment and materials, but also to show you how to operate the equipment and make proper use of the materials. Many of the audio-visual dealers are former school people themselves, or folks with some teaching background.

## Services Offered with Purchase

I know one audio-visual dealer in our part of the country is a holder of a master's degree. He certainly should be equipped to give the customers in his area some real helps in utilizing materials that he sells. There are not very many products that a commercial dealer follows up purchases with services, as in the case of an audio-visual dealer. Most audio-visual dealers have a service department as a part of their operation and, depending upon the size of the territory they cover, they will have either a part-time or full-time service man available for you, carry a complete stock of parts and are in a position to take care of any minor repairs up to a complete factory rebuild job on any type of equipment you may own and be using from a slide projector up to a sound motion picture projector, tape recorders, record players, and so on.



Sister Mary Esther, C.N.D., Ph.D., is teaching students of St. Louis Academy, Chicago, a lesson in health at the CAVE Convention.

## Replacement Parts Stocked by Your Dealer

The audio-visual dealer carries a complete stock of lamps not only for the equipment he sells but for some other piece of equipment you may have on hand or may have purchased from his competitor. He is able to service you many times with films. Again the extent of his film library will depend on the area he services.

Many audio-visual dealers have a complete educational library, religious films and entertainment material. I could go on and enumerate many other services that you would expect from your dealer. The important thing is to realize that you are not imposing on him when you call and even

ask questions or ask for help on a particular problem. We feel that is a part of our profession, and it certainly is just that, a profession, and we are always happy to be of help.

A S

com

two

He

tell

thos

of t

He

be '

seei

resp

forg

aga

wha

you

dea

fac

kno

auc

stui

for

obl

end

of t

ord

it i

tha

any

cor

filn

fac

app loc

Te

be car

sor

to the

po

Mr. Morehouse: There are many specialized services that dealers can offer you. One phase I am going to ask Frank Didier of Delta Visual Service in New Orleans to speak on briefly.

## MR. FRANK DIDIER ON SPONSORED FILM

In addition to the very short subject that I will talk about, I want to bring you greetings from one of the southernmost cities of our country where we have just celebrated the silver jubilee of the elevation to the episcopacy of our beloved Archbishop, Most. Rev. Joseph Francis Rummel one of America's outstanding Catholic churchmen. I am not his press agent, because he really does not need one.

## Sponsored Films

I would like to talk to you very briefly about a subject which is very close to my heart and which should be very close to your budget. It's a matter of sponsored films in industry which are abundantly available, which are of very high quality, and which cost absolutely nothing. I say almost absolutely nothing because even the transportation costs, postage, on today's revised postage bill is practically inconsequential. These films are produced with the collaboration of outstanding educators and come to you approved as dependable media for classroom instruction. Some of the outstanding distribution agencies have prepared supplementary materials which correlate the film with the curriculum and reference is easy and convenient.

The sponsored film today is really a high-class teaching tool. There is practically no advertising matter of consequence. If you reflect briefly on the probable disposition of the students you teach, how relatively few of them will take their places in the professional fields, you will realize, I'm sure, that industry is the most logical place you will find them and that certainly industry is best qualified to help you tell the students about industry. If you are not acquainted with the sources, Business Screen has a very inexpensive convenient guide and a plug for our own team, Modern Picture Talking Service with twenty-eight exchanges; probably one in your own town has this wonderful material and it is absolutely free.

Mr. Morehouse: Mr. Moen of Bell and Howell will talk on specialized services available from a manufacturer.

#### MR. MOEN ON SPECIALIZED SERVICES

I feel that I must take certain liberties with the assignment, Our organization manufactures in a field in which there are about 130 and of which I serve as chairman. I feel that I must on their behalf express to this group our very deep appreciation that you have seen fit to hold your meeting when we are here in Chicago altogether.

## Manufacturers Proud of Objectives

We, in the manufacturing side of this business, come to you with a very high purpose. We do not sell shoe strings. We are not selling liquor. We are not selling furniture. We are selling something of which we are extremely proud, something which has the possibility of offering children, adults, something by which they can improve. We feel that every child has the right to see and understand—bringing that to children is a very important thing. Through our dealers we work and try to make it possible that every child may see and understand.

## A Sense of Responsibility

I would like to tell you a little story about that. I was coming back from a convention in a train one day and met two men. I suddenly realized that one of them was blind. He was a president of a board of education, so I began to tell him about some of the privileges of our business and those of a manufacturer and I talked to him about some of the responsibilities of bringing these things to children. He said, "Yes, you have a responsibility, 'tis true, but if it he within your power to give to children the privilege of seeing and understanding, have you ever thought of the responsibility of withholding that right?" I have never forgotten it.

We feel they are bringing the right to see, understand, and overcome some of the great forces that may be working against us, our great democracy and our great country.

As manufacturers we make an appeal to you to tell us what you need, how you need it, where you need it, why you need it. What can we do?

MODERATOR: I now present Ainslie Davis, another dealer, from Denver, Colorado.

#### MR. AINSLIE DAVIS DISCUSSES PREVIEWING

There is a lot of material in the form of filmstrips that we think you should see before you buy. As a matter of fact, you will want to see everything and we want you to know something about the opportunities. Most of the audio-visual dealers represent one or more lines of filmstrips and all of that material is available to you to examine for a period of a week or so. The examination opportunity is a two-way street and you probably should feel your obligation also-the material should be returned at the

Also, we like to find an order for something like half of the material that we send out. When we send out several hundred dollars' worth of material, we like to have an order for part of the material, anyway. We like to feel that it is not just being sent to look at and then returned, but that you are sincere in that. Most dealers like you to feel free to call on them at any time you find that they have any materials. Now, there are a lot of more materials coming out in the very near future. Some new Catholic filmstrips are to be announced by one of the leading manufacturers within the next few months. These will all be approved and you will want to get in touch with your local dealers to find out about the materials available.

#### Technical Advice

ct

ry in of

a-

ic-he

ou

m.

re-

nt.

ng

se-

vill

ze. vill

to

not

ery

m,

ex-

er-

alk

gn-

ich

a. I

our

our

e to

ngs.

ure.

oud,

ren,

by

the

is a

and

der-

1953

Again, call on us-any of us-in our dealer organization for mechanical help, because we realize that you can not be mechanics and specialize in your own field. So if we can help you with technical advice when you are planning something new-a new classroom or some other facilitycall on some audio-visual dealer whom you feel is qualified to help you. If they can, they will be glad to give you the advice that you need: where a screen should be placed, power facilities and so forth.

Moderator: We have one guest who represents all of us dealers and manufacturers, from the office of the National Audio Visual Association: Mr. Richard Pryor.

## RICHARD PRYOR GIVES NAVA MESSAGE

I bring you official welcome from the office of the National Audio-Visual Association. We are all happy that you are able to meet with us during the time of our trade show and that you are able to meet with and participate with our dealers, our manufacturers and suppliers.

There is a statement that sums up this whole problem. It is that the equipment and materials you buy are no better than the salesmen you buy them from. We have five-hundred and fifty dealers throughout the country who are members of the National Audio-Visual Association. Certainly all of those dealers are dealers that you can rely on. There are some that you have to treat on an individual basis. If you find in your locality an Audio-Visual Dealer, you will find through the years of working with him that he will provide you with the services you need. He will provide the equipment on a highly reliable basis; he will provide the services you need to make your program a better program. When you buy from an Audio-Visual salesman he is providing more than just equipment. Equipment you can buy from many places-you cannot buy service from many places.

MODERATOR: I am sure you realize by now that what we are trying to say is to paraphrase a slogan that has been in common use: "The priceless ingredient of every product is the integrity of its maker."

I think we have given you now a brief overview of what we have to offer. We can now begin to be of assistance to you only as you ask us to be. I would like to add a suggestion that was made to me by another manufacturer which is along the same lines: "Have confidence in the people who supply you. Tell them of the limitations of your budget." I think under those circumstances you will get, perhaps, more for your money. They will try to give you what will help you most.

## QUESTIONS AND COMMENTS FROM FLOOR

FROM THE FLOOR: Comment inaudible.

Mr. Perez: Inasmuch as I propounded the legitimate dealer I would like to answer that. I think your best bet would be first to see if the firm is a member of NAVA. If they are a member, you could clear through the office here in Chicago. You are doing business with a legitimate business, for if a member violates the ethics of what we are trying to get in NAVA, he will no longer be a member of it. The best idea is to try to do business with a member of NAVA. And even if he is not a member of NAVA, it would be a good idea to take a look at the kind of establishment he has. It does not necessarily follow, if he is working out of his basement-this is still a young business -that he is not legitimate. But if he has a home address and can give you some references to people whom he has done business with I think that is a good way of recognizing the legitimate dealer.

FATHER BARTH: I might mention that our organization today is setting up a constitution which we hope to have adopted provisionally this afternoon in our business session. It will also provide for non-voting members-contributing members who may be dealers, manufacturers, producers, suppliers, and so on. Naturally, we are setting up a criteria for the admission of these people to our organization, and I think that if I may speak for the CAVE association we shall accept only those who are reliable and legitimate people in their particular field.

NAVA MEMBER FROM FLOOR: You have brought up the question of contributing memberships and I have not had an opportunity to have a conversation with you about it. I think I should tell you what our manufacturers' meeting did on Sunday in regard to this request. They were overwhelmingly in favor of doing whatever we can to support this movement. We consider it a great privilege to do so and we want to set up certain criteria also; we want to set out certain objectives which, on the basis of our experience, may be of some help. I believe it is part of your plans to have an advisory group which will help in this problem of guidance and direction in this way. And I thought that you would be interested in knowing that that action took

place with most wholehearted support and enthusiasm

## Standardize Attachments

SISTER FROM FLOOR: I'm wondering if members of your panel realize the problems that confronts all the schoolteachers using the equipment because of the variety of adapters you have to have. You have to have a hundred and one adapters if you are going to use more than one machine. Is there any possibility in the immediate future of your getting together and getting a standard adapter for all of these machines?

PANEL SPEAKER: Many things happen at a convention of this kind and one of the things that has happened has been a request from the users of our equipment, of all kinds, to set up a panel of advisors from the users who could sit down with a standardization committee within our industry and try to work out some rhyme and reason in all of these problems. We invite a representative of the Catholic Audio-Visual Association to join in that to help us with that problem which is strictly a very trying one.

## Reach Teachers with Advertising

A SISTER FROM FLOOR: The initiation of the purchase of filmstrips actually starts with the teacher who must first have information, and the only way for many of our Catholic teachers to become acquainted with A-V aids: films, filmstrips and that sort of thing, is through advertising. But the advertising should be available in a magazine that falls into the hands of teachers and not only a magazine that falls into the hands of principals, who are not as much concerned in the matter as the teachers would be.

There are so many magazines that fall into the hands of the principal, in which the principals are no longer interested. As an illustration, I think some of the advertising should be put into magazines that fall into the hands of every teacher of the school.

MODERATOR: I would like to be on your side now and ask the teacher a question. Would you be kind enough to mention the names of those magazines that you think get into the hands of the teacher?

SISTER: I wouldn't publish them, or I would get into trouble (Laughter). I can say, though, that I like the CATHOLIC EDUCATOR published by the Wagner Company, which I know gets to all the teachers some time during the month.

## Write Advertisers for Literature

MODERATOR: There is no one more interested in such remarks than the manufacturer. Many times we have taken ads which seem to fall against a blank wall. Perhaps we do not always understand our market. You can help us and the advertisers if, when we put a coupon on an ad, offering a free catalog, you will encourage your teacher or someone designated in your school as a coordinator to use that coupon. That is the only way that we can measure the results of these ads. Our sales are generally made through dealers. The dealers do not report to us on the individual school. We have no way of checking in relationship to the recipient of the magazine and an actual sale. We would advertise in any magazine that will produce inquiries. We are not asking for orders, all we ask is a response which will indicate that the ad has been read. Does anyone want to make any comments on that?

DEALER: I was just wondering if the diocesan publications ever got down to the teachers' level. They are not teaching tools or teaching supplements, but I just wanted to mention them as a news item because that is where the dealer has to advertise.

reach the teachers.

to comment on this adversing problem?

## **Active Catalog File in Each School**

PANELIST: Our reverend chairman commented on being old. Well, I'm an old school teacher and I found this quite valuable in my school experience to collect from conventions, sending in coupons to advertisers, collecting in some central place information about materials and equipment that you might want in your school system. Have a little file, maybe some box folders. Have some shelves or some place where this material can be kept and made available to individual teachers. But compile in your own school information from the producer, from the manufacturer, from the dealer on the materials in which you might be interested, then keep those throughout the year. When your Committee is ready to investigate filmstrips or films, or equipment of some kind, you have access to materials readily at hand.

SISTER FROM FLOOR: The local diocesan paper does

MODERATOR: The more localized magazines are very im-

portant and should be called to the attention of dealers.

The national manufacturer generally has to limit his adver-

tising to national magazines, but would anybody else care

find the tail wagging the dog. We can't give information

without collecting something of value ourselves.

PANELIST: I find this is an odd situation where we

MODERATOR: I'm sure that many manufacturers invite inquiries. Just say, "put me on your mailing list." We want you to be acquainted; we want to use every possible means so that you can more intelligently evaluate material and equipment; we appreciate your ideas about advertising.

#### FATHER NELL PRESENTS SUMMARY

MODERATOR: I think it only fitting that we call on Father Nell to evaluate the spirit of this meeting.

FATHER NELL: I jotted down a few things without looking from one thing to another. When Mr. Morehouse said I was going to end it, I looked them over. And I have got four scoldings here. I don't know whether I should or not but one of the men here told you about previewing. I was at a retreat a couple of weeks ago and a good friend of mine, a very scrupulous priest-he wouldn't do anything wrong for anything in the world-told me that there is a certain company which has a much better lending service "than yours." I was tickled to hear somebody had improved a lending service so I asked him about it. He said, "Well, this company sent me religious film slides of all the scriptures for 90 days and I've just finished my religious summer school, I've used them all and as soon as I get home, I'm going to send them back" (laughter).

#### The Preview Privilege

Another thing I have here: Sister sent for an examination of certain things and she mentioned a certain date on which they would like to have this examination. Think it out for yourself. They're going to use it in the classroom and send it back. One of the panelists said when you send out things to preview, you like to have a few sales. But unless we, as I said in the beginning, cooperate with these dealers so they can make a living, they've got to go out of business.

Another thing that I marked down that somebody said about examining projectors, looking at which suits you best, etc. One of the things that almost invariably happens when a projector comes back after somebody has examined it-even if you haven't used it for a certain occasion-they

I wou Well. all of the n

In th

and

them

pack

Give

thing

to ge

abou

from

who

they

they

and

the t

work

Th

whet

Sister

a dea

there

of the

that t

Buy

One was, has d has d men, choose if the catalo

from :

buy fi unless of a d Tha and b ties is and tl most ( to ma to insi

you c

FAT would numbe past y teache mecha afraid the cl know

use m how to Many bring really

Novem

put it into the case with no packing, and just mail it. In the past two weeks we have had to take two projectors and send them to the factory because when we opened them the pieces just rolled out. So when you look at things, pack them up and send them back so they are all right.

## Give Dealer Chance to Demonstrate

Now, here is another thought, about telling Sisters about things. The dealers tell me it is really a merry-go-round to get to see the Sisters and talk to them and tell them about the things that they have got. They are chased from Pontinus to Pilate and it takes days to see the person who is able to buy. After they have sold the Sister, whom they talked to, then you've got to see the pastor. Now if they go to see the pastor, they have got to see the Sister, and they never get to see the Sister who is going to use the thing. This thing has to be worked out so that we work with the dealers.

There is still another thing I have here. I don't know whether I should mention it or not, but we priests and Sisters are notorious for looking for bargains. I talked to a dealer today and he gave prices and said, "Of course, there's a 20 per cent discount." I said, "What's the idea of the 20 per cent discount?" "Well, sir, that's customary. I wouldn't buy it unless there was a 20 per cent discount." Well, now it hurts to say this, but if we are trying to get all of the discounts of the dealer how is he going to pay the men he is going to send out to tell us about the things that they have?

## Buy From the Dealer Who Demonstrated

One of the things that one of the panelists mentioned was, as I also wrote down, "Buy from the man who has demonstrated the goods if that particular thing he has demonstrated is what you want." If you have several men, several manufacturers demonstrating, then of course choose between the goods and pick the one you want, but if the man has demonstrated, buy his product. In my catalog, I have it that if you have had a demonstration from a dealer, we do not wish to sell you that same thing; buy from that dealer who demonstrates it to you, because miles that dealer gets that commission, and not too much of a discount, he has to go out of business.

That is the reason I have been attending these meetings, and before CAVE got started. One of the greatest difficulties is to keep track of the companies that are in existence and the reason for it is they all go broke sooner or latermost of them sooner—and it is because they are not able to make a decent living. And that is not Catholic doctrine, to insist on such a hard bargain that the man who serves you cannot live. Thanks.

#### FATHER BARTH ADDS COMMENT

FATHER BARTH: There is one additional point that I would like to develop at this time. In speaking to quite a number of the teachers—those here present and also in the past year in our audio-visual classes at the university and teachers generally—I find that many of them with low mechanical ability, like myself for example, are a bit afraid of these new mechanical devices that we bring into the classroom. Most of us know how to talk, most of us know how to use textbooks and most of us know how to use maps, charts. We know also how to give short talks, how to use the blackboard, we know about the field trips. Many of these are good audio-visual aids but when we bring into the classroom the mechanical instruments, I really believe many of us develop a sort of an inferiority

New McMULLEN Books
Now Only \$1.00

## **BISHOP SHEEN'S**

only book for children

Jesus, Son of Mary

By BISHOP FULTON J. SHEEN. Illustrated in full color by RAFAELLO BUSONI. The story of the birth, life, death and resurrection of Jesus, told for children with the simplicity and beauty that distinguishes all Bishop Sheen's writing. Handsomely printed in exactly the same format as the best-selling \$2.00 edition. Here is an essential book for every Catholic library and school.

The new book by the author of LISTEN, SISTER

# Listen, Sister Superior

Reflections for Every Nun

By JOHN E. MOFFATT, S.J. These inspiring reflections are addressed primarily to Superiors, but their wisdom, wit, sympathetic understanding and helpful advice will appeal to every nun. They convey a deeper understanding of a Superior's problems, give a new appreciation of their calling to those who will become Superiors. Like Listen, Sister, now in its fifth printing. LISTEN, SISTER SUPERIOR offers hours of thoughtful, pleasant and rewarding reading. \$2.75

A Guide for Catholic Teachers By M. T. Marnane, M. A. \$2,50

At your bookstore

McMULLEN BOOKS, INC. 22 Park Place, New York 7, N. Y.

late

ink

with

g0

said

you

pens

ined

they

feeling. Therefore when it comes to a question of demonstration, I think the dealers would do well, if in addition to allowing us to see and hear, would use what they call in educational psychology a kinesthetic approach. By a kinesthetic approach, all we mean is the feeling. The feeling of security that we know how to turn on and turn off the tape recorder, know that we are not breaking anything.

## Physical Demonstration Would Help

For example, take the projector, let us say. How many of us really feel that we know enough about a projector; know enough about a tape recorder, that we feel secure in bringing the thing in, plugging it in and turning it on; know that we are turning it off right; know that we are placing it away in its proper place, know that we're winding it correctly? I really believe that there would be a very distinct advantage if the dealers or the people who came in and gave a demonstration would actually help us in that particular way. I really believe it would aid the sales

FATHER NELL: Very likely one of the very best ways of getting the problem out is when you have your Summer school, Sisters. If you are in Chicago, talk with some of the dealers here. If you happen to be interested in moving pictures, you have two, three, four firms here that will be willing to cooperate. If you want to use filmstrips, you have at least a half dozen different groups that will be willing to let you have a projector, play with it. These things are available for your use at your summer schools. The Sisters can stand around, work together, and you can play with those things 24 hours a day if you wish If you break them, they are always able to be fixed at the factory. So all you have to do is ask.

## Audio-Visual News

## Seven Last Words of Christ A Recording "First"

For a Catholic educator visiting the recent Audio Fair-October 14-17, at the Hotel New Yorker, in New York-probably the outstanding item for him would have been the first recording ever made of The Seven Last Words of Christ, an oratorio, composed by Theodore Dubois (1835-1924). The recording is at the speed of 331/3 rpm.

The deeply religious nature of its musical content, the excellence of its performance in Symphony Hall, Boston, and the engineering skill used in the recording itself, make this record outstanding. It is available from Cook Laboratories, Stamford, Connecticut, which made it.

Music teachers and music departments that have looked into binaural or stereophonic reproduction of music (cf. article in THE CATHOLIC EDUCATOR, December 1951, pp. 225-228) will be interested to learn that this recording of The Seven Last Words of Christ is available also in a binaural recording on two long playing records (331/3 rpm.). To reproduce the binaural records requires this special equipment: a dual headed pick-up, two amplifiers (or one of the new dual-channel ones), and two loudspeakers.

It will be recalled that the first performance of Dubois' Seven Last Words of Christ, was on Good Friday, 1867 in Ste. Clotilde where the composer was maitre de chapelle, only later succeeding Saint-Saens as organist at the Madelein in 1877. (S26)

pany states that it will be directly influenced in the developments of future A-V materials. A free copy of the catalog may be had by writing directly to the company. (S27)

## Life and Times of Leonardo Da Vinci

Prof

You !

Crest

the fi

at a

comp

Feat

.

Crest "sou

sets a

The !

O Pu

Sh

Hear

can't

0

A new pictorial chart, Life and Times of Leonardo Da Vinci, shows the place of Da Vinci in history by illustrating the main events and works of his life in chronological relationship with other persons and events of his time.

Besides small reproductions of some of (Continued on page 222)

## Complete Bible Coverage

## "ATTENTION GETTER" Story-O-Graphs

(Tops in FLANNEL-GRAPH stories)



aracters have, without, the BEST quality COLOR, realist e-like DRAWING the LARGE SIZ st in demand of at made areas and colored to the colored

STORY - O - GRAPH
CUT-OUTS are the perfect tools to make your
ide and remembered. No thumb tacking, just more characters from place
toolorful oil painted flannel backyour story unfolds.

YOUR CHOICE OF: 40 stories of the OLD TESTAMENT 36 stories of the GOSPEL 10 stories of the ACTS 2 stories on MISSIONARIES Mere than 1,000 Bible characters
13 colorful hand painted BACKGROUNDS

VIS-U-FOLD . . . Aluminum Telescopic Tripod, fabric board folds into compact roll.

DON'T be satisfied with imitations, GET THE ORIGINALS

Write for FREE folder and price list.

STORY-O-GRAPHS

P.O. Box 145M, Dept. CE, Pasadena 16, Calif.

## "Halfhour Classics" A New Filmstrip Series

The "Halfhour Classics" series of filmstrips are to be found among many more in a 32-page catalog issued by The Filmstrip House, 25 Broad St., New York 4, N. Y.

The new Halfhour Classics series uses scenes of well-remembered motion pictures with famous actors such as Laurence Olivier, Orson Welles, Vivian Leigh, Alec Guinness and Claude Raines.

Three of the classics are by Shakespeare, five by Dickens, and one each by Cervantes, Hugo, Kipling, and Thomas Hughes. Six are taken from Walt Disney films: Pinocchio, Snow White and the Seven Dwarfs, Cinderella, Peter Pan, Robin Hood, and Treasure Island.

Each filmstrip is accompanied by a complete teacher's manual.

A unique feature of the free catalog is the inclusion of a survey-questionnaire which enables teachers using audio-visual aids to make known to the company their preferences and requirements. The com-





The next time you show a film, why no have a mimeographed lesson sheet and study guide to give out to your pupils?

Study guides, cut on mimeograph stencils now available for many widely used

Write for samples and complete catalog.

CEBCO FILMGUIDES STENCIL

Dept. A., 104 5th Ave., N. Y. 11

November, 1953



## Professional Quality

You no longer have to settle for less! The Crestwood 400's give you, for the first time, the finest professional sound reproduction at a moderate price, with full fidelity and complete dependability.

#### Features include

- Two Speeds-Both 71/2 ips and 33/4 ips • Full Fidelity - 30-13,000 cycles = 2db
- · Attractive luggage styling
- · Easy to operate
- · Compact—lightweight
- Separate monitor and record volume controls

Crestwood Tape recorders are the soundest "sound" investment you can make. These fine sets are ideally suited for Church and School. The following are a few of their many uses:

Background Music - Sermons to shut-ins -Choir and Organ Practice — Dramatics— Public Speaking — Musical Instruction — Student Self-Study — Public Address System

Hear and See the new Crestwoods-you can't top them for a SOUND investment.

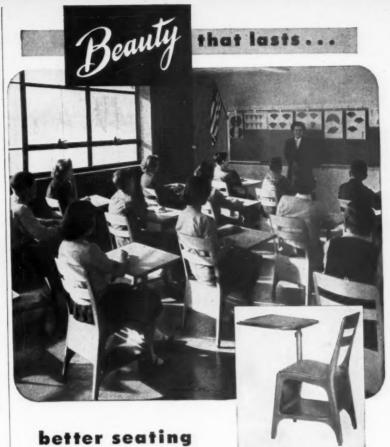
OPEN A BRAND NEW WORLD OF RECORDED SOUND

with

## TAPE RECORDERS

CRESTWOOD DIVISION DAYSTROM ELECTRIC CORPORATION POUGHKEEPSIE, N. Y.

November, 1953



The popular Arlington movable chair desk. Available with closed or open side panel

# by Arlington

On school days and visiting days you can always be surer and prouder of classroom appearance with seating by Arlington. It's made to last to begin with . . . retains its original beauty longer as the years go by.

For every seating need and every grade, try Arlington . . . the firm with a fifty-year reputation for service and quality. Catalog 53 gives all details . . . why not write for it today?





CATHOLIC EDUCATOR

his works, the chart includes pictures of the building in which he was born and others in which he lived and worked.

The time sequence shows that when Columbus discovered America, Leonardo was in Milan, painting *The Last Supper* in the church of Santa Maria Delle Grazie.

Prepared by the Fine Arts Department of International Business Machines Corporation and printed in sepia, this study chart and a four-page mimeographed study of some of Da Vinci's inventions and scientific studies are available free from Department of Information, International Business Machines Corp., 590 Madison Ave., New York 22. (S28)

#### Cebco Filmguides

Filmguides for some 20 educational motion picture films have been prepared in stencil form by Cebco Filmguides, 104 Fifth Ave., New York 11.

Each stencil guide is based on a specific film, provides motivation and preview material, observation and discussion questions, diagrams and picture studies, and follow-up activities.

Among the films covered by the guides

are Ancient Rome, a Coronet film; Colonial Children, an EBFilm; Meaning of Percentage, a Young America film; and The River, a United World Films film. The stencils are \$2 each including a file folder which permits clean storage for later reuse. (S29)

teache

-it v

record

Lis

music

tional

hasic

creat

phras

and

musi

recor

theti

In t

class

RC/

trati

list

clud

enla

listi

gest

illu

rec

are

va

CO

of

of

re

0

if

d

Fe

## "Selected Motion Pictures" 39th Annual Catalog

In Sclected Motion Pictures, the 39th annual catalog to be issued by Association Films, more than 1,400 subjects are described, including 140 industrially-sponsored free-loan films.

22 category headings are used to assist teachers in their programming. Among heading to be found in it are: Agriculture, Arts and Crafts, Geography, History, Home Economics, Industry and Manufacturing, Social Science, and Entertainment.

Among films distributed are Teaching Film Custodian subjects, which are excerpted feature productions selected for classroom application; Walt Disney Productions, released for the first time in 16mm; and United Nations films, 52 subjects describing the activities of this organization.

More than 100 new films have been added in the past year, including 36 industrial films,

Copies may be requested from Association Films, 347 Madison Ave., New York 17; Ridgefield (Broad at Elm), N. J.; Chicago (79 E. Adams St.); Dallas (1915 Live Oak St.); and San Francisco (351 Turk St.). (S30)

## "Children's Fairy Tales" SVE Filmstrip Series

Children's Fairy Tales, a series of six filmstrips in full color, is designed for use with the primary and intermediate grades.

Released by Society for Visual Education, Chicago, the titles are: Cinderella: Snow White and the Seven Dwarfs; Jack and the Beanstalk; Sleeping Beauty; The Little Engine that Could; and Rackety Rabbit and the Runaway Easter Eggs.

The full color illustrations are original, captioned and present the leading incidents of these popular stories. They were designed, the producer states, "to increase the students' ability to discuss and tell stories and they serve for remedial and independent reading." They average 36 frames. Each is \$5, and the set for \$28.50. (S31)

## Educational Record Catalog Issued by RCA Victor

A second enlarged edition of this educational record catalog has just been published by the RCA Victor Division, Radio Corporation of America.

Designed specifically for teachers-not only music teachers, but also home room

# To all educators:

Make your teaching more effective and enjoyable use "Ten-Twenty" Universal Desks and "Flexi-tables" in your classroom



For individual desk work, seat your students in "Ten-Twenty" Universal Desks. They are the only desks that can give them comfortable cradleform seating in every posture position; ten and twentydegree desk-top slopes for reading, writing, art work; a level desk top for manip ulative work. The fore-andaft seat adjustment assures proper working distance, and eliminates distracting chair scraping noise. Your room will always have desks of the correct size, too, because each desk and seat is easily adjusted for proper height.

For group work, add some "Flexi-tables" and Envoy Posture chairs to your classroom equipment. Only "Flexi-tables" permit widest variety of arrangements for groups of all sizes. Every bit of floor space can be used for teaching

for teaching activities by fitting L-shaped "Flexitables" in the "extra" corners, and 
Trapezoidal-shaped "Flexi-tables" along clear wall space. Twin ovalshaped supporting standards make 
ingress and egress easy, as compared 
with conventional four-legged tables. 
Companion Envoy chair encourages 
good posture, accommodates wide range 
of child sizes. For more grouping 
ideas, write for "Flexi-table" brochure.



## American Seating Company

WORLD'S LEADER IN PUBLIC SEATING \* Grand Rapids 2, Mich. Branch Offices and Distributors in Principal Cities
Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs

XUM

teachers responsible for various subjects it will serve as a guide to the use of records in the classroom.

and

film

file

39th

)On.

sist

ong

ure, OFY.

ain-

ing

exfor

ro-

in

ub-

een

in-

ria nek

915

351

six

ate

ety

al

nts

le ase

ell

nd

ib-

lio

om

153

Listing is under two major phases of music education. One part lists "educational" recordings used for stimulating basic aptitudes and physical responses, for creating awareness of pitch and tone, phrasing, and the broader aspects of form, and providing material for the study of music skills. The other part is devoted to recorded material which can provide esthetical musical experience for the student. In this section are included the major classics.

Features include a special section on RCA Red Seal records for use in illustrating tone qualities, and a categorized list of artists. The Red Seal section includes more than 700 listings and an enlarged and simplified code of annotations. It has a cross-index to all operatic listings, both vocal and instrumental.

Carried over into this catalog are suggested "budget" libraries, information on care and storage of records, records to illustrate various instruments of the orchestra, selected and graded "little Nipper" records, and complete price list. Classics are keyed for grade level and special uses. Copies are 10¢ each, from Educational Services, RCA Victor Division, Camden 2, N. J. (S32)

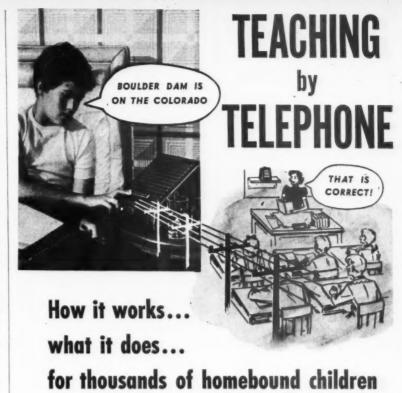
## **Book Reviews**

(Continued from page 177)

value of emotional release which comes naturally from the expressing of true ideas. To entertain the dream of becoming a renowned journalist or a famous novelist is not a prerequisite but rather a handicap for a course in creative writing. The act of composing is in itself for enriching and rewarding experience, even if the ideas expressed never become diffused beyond the privacy of the living room, because, according to the conviction of the Mr. Grace, it is the fruitful release of emotion in art that gives the experience its true

One of the most practical features lies in the fact that the illustrative material for each experiment is drawn mainly from the contributions of college students showing how they applied their professor's principles. Then the author takes his pruning knife and cuts away excess "fluff" showing the reader how words used advisedly can gain in dramatic intensity through the avoidance of the cliché, tautology,

To the principles of creative writ-



Specially engineered intercommuniand manipulate a switch. It is offered as cation units wired to private telephone a supplement, not a substitute for the lines provide two-way "talk-listen" communication between the homebound child and the school room. The shut-in hears every word spoken in the classroom and can recite and participate in classroom discussion. This service is available on a rental basis through your local telephone company.

## WHEN IS ITS USE INDICATED?

Now employed in more than 30 states in homebound cardiac, orthopedic, muscular, fracture and contagious cases, it can be used for any homebound child of average intelligence and minimum achievement level of the 4th grade who can hear, see, articulate, hold a pencil ins themselves.

home teacher.

#### HOW IT HELPS A CHILD

"Teaching by Telephone" is winning increasing acceptance as its benefits to thousands of homebound children become apparent. These include: the child's continued identification with his group through daily participation in class, good scholastic progress, faster adjustment to his situation and greatly improved morale.

A survey of over 100 installations is now available. It includes interviews with administrators, class and home teachers, doctors, parents and the shut-

Just mail the coupon below

EXECUTONE 415 Lexington Ave., N		CE-11
	erature and copies of the "Te	eaching by Telephone'
N	Title	
Name		
NameSchoolAddress		



SCHOOL WRITING SERIES



This popular writing series stresses Catholic Religious words and teachings.

	-
Our Writing Book (Manuscript Writing) 1A	\$.50
Our Writing Book (Manuscript Writing) 1B	.50
Our Second Grade Writing Book (Transition to Cursive Writing)	.50
Our Third Grade (Cursive Writing)	.50
Our Fourth Grade Writing Book Our Fifth Grade Writing Book	.50
CORRELATED	
HANDWRITING MATERIAL	LS

NOBLE AND NOBLE

Publishers, Inc. 67 Irving Place New York 3, N. Y.

## **CAPS & GOWNS**



FOR COLLEGES
HIGH SCHOOLS
PAROCHIAL
SCHOOLS
CONFIRMATIONS
CHOIR GOWNS

RENTAL OR SALE

Catalog on Request

BENTLEY & SIMON

7 WEST 36 ST. NEW YORK 18, N-Y-

#### 16MM. SOUND

Sale and Repair of Projectors. New and Used. Rental of Film—Send for free catalog. Loyola Bible films available.

National Cinema Service

71 Dey St.

224

N. Y. 7, N. Y.

## YOU CAN PUBLISH YOUR BOOK

Our experience in promoting books—theological, scholarly, fiction and lay markets can help you. Write for free brochure, We Can Publish Your Book, which describes our cooperative publishing plan.

Exposition Press Inc., Dept. E-311 386 Fourth Ave., New York 16, New York In Calif.: 9172 Sunset Blvd., Hollywood 46 ing in both prose and poetry there is added an additional attraction in an appendix of metrical patterns, with many illustrations taken from the romantic favorites, Keats, Byron, Shelley, and Coleridge, to help the reader assimilate the musical mysteries of scansion.

The pedagogical experiences of the author, so richly diffused in every chapter, are very helpful in making the work a splendid handbook of creative writing.

MOTHER FRANCIS REGIS CONWELL,

O.S.U.

## INDEX TO ADVERTISERS

Code

S1         Acme Bulletin Company         205           S2         Allen Silk Mills         148           S3         American Seating Co.         222           B1         Americana Corporation         Cover 4           S4         Ampro Corporation         146           S5         Arlington Seating Co.         221           S6         Artvue Post Card Co.         224           B2         Benziger Brothers, Inc.         195           S7         Bentley & Simon, Inc.         224           S8         Beseler, Charles, Co.         Cover 2           B3         Cebco Filmguides         220           S9         Collegiate Outfitting Co.         205           S10         Creswood Division, Daystrom Electric Corp.         221           S11         Educational Projections, Inc.         181-188           B4         Encyclopaedia Britannica, Inc.         149           S12         Expecutone, Inc.         223           B5         Exposition Press, Inc.         224           S13         Films of the Nations         199           B6         Grolier Society Inc., The         145           B7         Lohmann, The E. M. Co.         191 <td< th=""></td<>
S3
B1
S4
S5
S5
S6
B2   Benziger Brothers, Inc.   195
S8         Beseler, Charles, Co.         Cover 2           B3         Cebco Filmguides         220           S9         Collegiate Outfitting Co.         205           S10         Creswood Division, Daystrom Electric Corp.         221           S11         Educational Projections, Inc.         181-188           B4         Encyclopaedia Britannica, Inc.         149           S12         Executone, Inc.         223           B5         Exposition Press, Inc.         224           S13         Films of the Nations         199           B6         Grolier Society Inc., The         145           B7         Lohmann, The E. M. Co.         191           S14         Mayline Co., Inc.         203           B8         McMullen Books         219           S15         McMullen, The D. X. Co., Inc.         201           S17         National Cinema Service         224           S18         Neumade Products Corp.         201           B9         Noble & Noble, Publishers, Inc.         224           B10         Oxford Book Company         207           S19         Pan-American Band Instruments         193
S8         Beseler, Charles, Co.         Cover 2           B3         Cebco Filmguides         220           S9         Collegiate Outfitting Co.         205           S10         Creswood Division, Daystrom Electric Corp.         221           S11         Educational Projections, Inc.         181-188           B4         Encyclopaedia Britannica, Inc.         149           S12         Executone, Inc.         223           B5         Exposition Press, Inc.         224           S13         Films of the Nations         199           B6         Grolier Society Inc., The         145           B7         Lohmann, The E. M. Co.         191           S14         Mayline Co., Inc.         203           B8         McMullen Books         219           S15         McMullen, The D. X. Co., Inc.         201           S17         National Cinema Service         224           S18         Neumade Products Corp.         201           B9         Noble & Noble, Publishers, Inc.         224           B10         Oxford Book Company         207           S19         Pan-American Band Instruments         193
B3
S   Collegiate Outfitting Co.   205
S10 Creswood Division, Day-   strom Electric Corp
Strom Electric Corp.   221
S11 Educational Projections, Inc.         181-188           B4 Encyclopaedia Britannica, Inc.         149           S12 Executone, Inc.         223           B5 Exposition Press, Inc.         224           S13 Films of the Nations         199           B6 Grolier Society Inc., The         145           B7 Lohmann, The E. M. Co.         191           S14 Mayline Co., Inc.         203           B8 McMullen Books         219           S15 McMullen, The D. X. Co., Inc.         179           S16 Moore, E. R. Co.         201           S17 National Cinema Service         224           S18 Neumade Products Corp.         201           B9 Noble & Noble, Publishers, Inc.         224           B10 Oxford Book Company         207           S19 Pan-American Band Instruments         193
Inc
B4
Inc
S12       Executone, Inc.       223         B5       Exposition Press, Inc.       224         S13       Films of the Nations       199         B6       Grolier Society Inc., The       145         B7       Lohmann, The E. M. Co.       191         S14       Mayline Co., Inc.       203         B8       McMullen Books       219         S15       McMullen, The D. X. Co., Inc.       179         S16       Moore, E. R. Co.       201         S17       National Cinema Service       224         S18       Neumade Products Corp.       201         B9       Noble & Noble, Publishers, Inc.       224         B10       Oxford Book Company       207         S19       Pan-American Band Instruments       193
B5
S13 Films of the Nations
B6 Grolier Society Inc., The
B7
S14 Mayline Co., Inc.       203         B8 McMullen Books       219         S15 McMullen, The D. X. Co., Inc.       179         S16 Moore, E. R. Co.       201         S17 National Cinema Service       224         S18 Neumade Products Corp.       201         B9 Noble & Noble, Publishers, Inc.       224         B10 Oxford Book Company       207         S19 Pan-American Band Instruments       193
B8   McMullen Books
S15 McMullen, The D. X. Co., Inc
Inc
S16 Moore, E. R. Co. 201 S17 National Cinema Service 224 S18 Neumade Products Corp. 201 B9 Noble & Noble, Publishers, Inc. 224 B10 Oxford Book Company 207 S19 Pan-American Band Instruments 193
S17 National Cinema Service
S18 Neumade Products Corp
B9 Noble & Noble, Publishers, Inc
Inc
B10 Oxford Book Company 207 S19 Pan-American Band Instruments
S19 Pan-American Band Instruments
ments 193
S20 Pan American Union 207
B11 Pantheon Books, Inc 197
S21 Revere Camera Co 150
B12 Silver Burdett Co 209
B13 Singer, L. W., Co., Inc 199 S22 Society for Visual Education,
S22 Society for Visual Education.
Inc Cover 3
S23 Story-o-Graphs 220
S24 Ward, C. E. Co 206
B14 Warp Publishing Co 203
B15 Wagner, Joseph F., Inc.
209, 212-213
S25 Young America Films 197
Day roung mineries killie 17

## PICTURE POST CARDS

REPRODUCED FROM YOUR OWN PHOTOS.
CREATE GREATER INTEREST IN YOUR INSTITUTION WITH
ARTYCE PICTURE POST CARDS AND SOUVENIR FOLDERS
SEND FOR FREE FOLDER PR

ARTYUE POST CARD CO.

# Catholic Colleges and Schools

## Sacred Heart College

Wichita, Kansas. A four-year college for women Grants bachelor's degrees. Courses in art, because the control of the control o

## Caldwell College

Caldwell, N. J. A four-year liberal arts college for women conducted by the Sisters of Same Dominic. Accredited by the Middle States Association of Colleges and Secondary Schools. Arts, sciences, business, teacher training, library science, music. B.A., B.S., A.A. degrees. Tuning \$350, board \$550. Catalogue: Registrar, Caldwel, New Jersey.

## Providence College

Providence, R. I. Conducted by the Dominiem Fathers. A liberal Arts college for men granting degrees in the arts and sciences and business. R.O.T.C. For further information address the Registrar.

RT.

## La Salle Military Academy

Foremost Catholic military school under Christian Brothers. Accredited college preparation. Grades 8-12. Small Classes. Complete facilities for spiritual development, intellectual progress, physical fitness. Senior R.O.T.C. 170 acre campus, 79th year. 50 miles N.Y.C. Catalog. Box E, Oakdat, L. I., New York.

## Cardinal Farley Military Academy

Rhinecliff-on-Hudson, N. Y. High school and 7th and 8th grades. Preparatory for leading colleges and service schools. All modern fireproof demittories. Small classes. Close supervision. All sports. R.O.T.C. (55c). Conducted by the Christian Brothers of Ireland. For catalogue apply to Registrar.

#### SERVICE COUPON 53-3

For obtaining further information about products advertised in THE CATHOLIC EDUCATOR and those described in the News of School Supplies and Equipment and Book News columns.

Service Department, The Catholic Educator, 53 Park Place, New York 7, N. Y.

Please send me further information about products advertised or described which I have encircled, without cost to me:

B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15

\$1, \$2, \$3, \$4, \$5, \$6, \$7, \$8, \$9, \$10, \$11, \$12, \$13, \$14, \$15, \$16, \$17, \$18, \$19, \$20, \$21, \$22, \$23, \$24, \$25, \$26, \$27, \$28, \$29, \$30, \$31, \$32

Name (Please Print) Address

City and State.....

Rr.

-----------

Authorage as manus.

S. Time lished by J. Place enter 7. 194 under tiona The 1 two single than single the Posts and 1 by J.